On Track 4

Louisa Daffue-Karsten
Mike Davies
Tuija Kae
Riitta Myller
Pirjo Rantanen
Petri Vuorinen

Sanoma Pro Oy
Helsinki

Tiedustelut

Sanoma Pro Oy, Helsinki
puh. 020 391 000
sähköposti: asiakaspalvelu@sanomapro.fi

www.sanomapro.fi

Kustantaja: Sanoma Pro Oy
1. painos, 2016

Tämä aineisto on digitaalinen rinnakkaisversio tuotteesta
ISBN 978-952-63-3441-7 On Track 4

6kk lisenssi
ISBN 978-952-63-3795-1

48kk lisenssi
ISBN 978-952-63-3796-8

Toimitus: Hanna Laitvirta
Kuvatoimitus: Eeva Aalto-Setälä
Ulkoasu ja taitto: Eeva Aalto-Setälä
Kuvitus: Eili-Kaija Kuusniemi

© Louisa Daffue-Karsten, Mike Davies, Tuija Kae, Riitta Myller,
Pirjo Rantanen, Petri Vuorinen ja Sanoma Pro Oy

Kopiointiehdot
Tämä teos on digitaalinen oppikirja, joka on suojattu
tekijänoikeuslailla (404/61).

Foreword

With *On Track 4*, your journey into the world of English has reached the halfway mark.

This is a good place to ask yourself a few questions:

- What are your strongest skills in English? Reading? Debating? Grammar?
- What areas need more work?
- How can you increase your exposure to English outside the classroom?

Course 4 offers you material dealing with different phenomena in society – modern-day heroes, the law, active citizens, different religions, intercultural communication and human rights. You will also look at the way media impacts on our lives, and how to read media messages with a critical eye.

While you read, discuss, research online and write about these topics, remember

personal dictionary exercises support you in increasing your personal vocabulary "bank", one of the goals of the *On Track* series.

phrase hunt exercises activate you to look up useful phrases from the texts. The phrases are always practised in a follow-up activity.

voc app is a useful app to have on your mobile device. Download it (Sanoma Pro sanastot) and start using it. An extra feature is the flip cards that you can use to memorize words.

COURSE 4

Contents

Precourse

Could you pass a UK citizenship test? . 6
A time for everything 7

Unit 1
How to be good

Topic 1: A helping hand 10
Key text:
At what age can you be a hero? 11
Vocabulary 15
Exercises 16

Topic 2: Your country needs you 23
Key text: Why we don't vote 25
Vocabulary 27
Exercises 28

Topic 3: Theme vocabulary 37
Society and welfare

Topic 4: Read on 40
Fact or fiction? 41
Vocabulary 44
Exercises 45

Unit 2
Do the right thing

Topic 5: Food waste 52
Key text: Food fight 55
Vocabulary 59
Exercises 60

Topic 6: Crime and punishment 65
Key text: Oscar Pistorius 67
Vocabulary 70
Exercises 71

Topic 7: Pronunciation 80
Legal English, word stress

Topic 8: Read on 83
The Absolutist 84
Vocabulary 87
Exercises 88

Unit 3
A world of difference

Topic 9: American voices 94
Key text: An American abroad 97
Vocabulary 102
Exercises 104

Topic 10: Dreaming of America 112
Key text: Ellis Island fact file 115
Vocabulary 117
Exercises 118
Arrival on Ellis Island 121
Vocabulary 123
Exercises 123

Topic 11: Theme vocabulary 128
One world, many faiths

Topic 12: Read on 133
Are you like me? 135
Vocabulary 138
Exercises 139

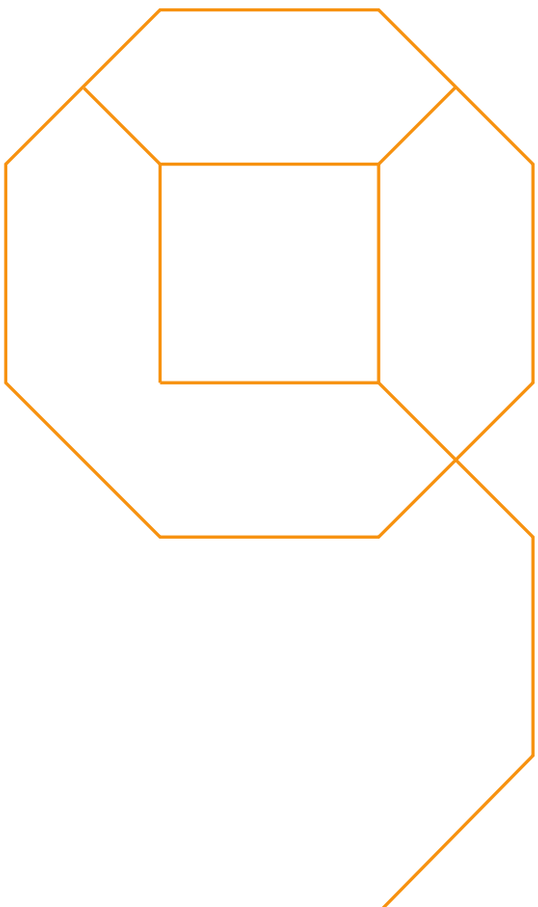
Unit 4
The power of media

Topic 13: Shame on you! 146
Key text: Is social media shaming ever acceptable? 148
Vocabulary 152
Exercises 153

Topic 14: Breaking news 160
Key text: Journalists: watchdogs of democracy . . 161
Vocabulary 164
Exercises 165

Topic 15: Pronunciation 173
Intonation

Topic 16: Read on 176
The Circle 178
Vocabulary 181
Exercises 182



Grammar on track

Modal verbs 188
Can, could, be able to 190
May, might, be allowed to 193
Must, have to 196
Other ways to express obligation 200
Modals in a nutshell 204
Expressions of quantity 207
Nationality words 215
Verb + preposition 221
Verbs which usually don't take prepositions 226

List of nationality words 229
List of verbs + prepositions 232
Irregular verbs 235

Precourse

Could you pass a UK citizenship test?

Persons applying for UK citizenship must first answer a series of challenging questions about British history and culture. See how many of the questions you can answer.

1 Which landmark is a prehistoric monument which still stands in the English county of Wiltshire?
   a) Stonehenge
   b) Hadrian's Wall
   c) Offa's Dyke
   d) Fountains Abbey

2 MPs are elected in a General Election held at least every how many years?
   a) 3 years
   b) 4 years
   c) 5 years
   d) 6 years

3 In 1801, a new version of the official flag of the United Kingdom was created. What is it often called?
   a) the British standard
   b) the Royal banner
   c) the St George cross
   d) the Union Jack

4 Who is the patron saint of Scotland?
   a) St Andrew
   b) St David
   c) St George
   d) St Patrick

Rock on! Prehistoric Stonehenge, England.

5 When did the First World War end?
a) 1918
b) 1920
c) 1931
d) 1939

6 What flower is traditionally worn by people on Remembrance Day?
a) a poppy
b) a lily
c) a daffodil
d) an iris

7 What are members of the House of Lords called?
a) MPs
b) peers
c) patriots
d) whips

8 How old do you have to be to drive a car or motorcycle in the UK?
a) 16
b) 17
c) 18
d) 21

9 The second largest party in the House of Commons is usually known by what name?
a) the senate
b) the opposition
c) the House of Lords
d) the other side

10 How many people make up a jury in the UK?
a) 12
b) 14
c) 16
d) 20

A time for everything

Work in groups of three. Take turns throwing a dice. Choose a question from the box matching the number you got and answer the question. Always explain or give a reason for your answer.

Early years

Describe your earliest childhood memory.
What toy did you really like when you were young?
What would be a good age to start early education? Why?
If you had to design a school uniform, what would it be like?
Would you like to go to a single-sex school?
Why should all education be free?

Money

What jobs have you done to earn money?
Should children get pocket money? How much?
How long should parents support their children financially?
When should a young person be allowed to get a debit card? Why?
Would you rather be rich or famous?
What would / did you do with your first salary?

Relations

Describe the family member you are closest to.
What should ideal parents be like?
What are the pros and cons of having a big family?
What is the appropriate age to start dating?
What are the pros and cons of an arranged marriage?
Describe a wedding you have been to.

Active citizenship

What is the ideal voting age? Why?
What would you change in this country, if you could?
What does being a citizen mean?
What does democracy mean to you?
Is censorship ever necessary?
Why is being a vegetarian a good/bad idea?

Traffic

How did you get to school when you were young?
What form of public transport do you use? When?
When should a child start paying for their ticket on public transport? Why?
Describe your ideal car.
What should be the legal age for getting a driving licence?
How can you encourage people to drive less?

Crime and the law

Do you think criminal behaviour starts in childhood?
Describe a crime series on TV that you like.
Why do you think people steal?
How would you punish vandalism?
What is the role of prisons?
Should the police carry guns? Why? Why not?

UNIT 1

How to be good

Topic 1

A helping hand

You must be the change you wish to see in the world.
(Mahatma Gandhi, leader of India's independence movement)

1A **In small groups, discuss the following situations.**

What would you do if...

- you were swimming in an ocean with your six-year-old cousin, and saw a shark gliding under water in your direction?
- you were sitting on the bus, and the driver had a heart attack?
- you were travelling on an express train to a nearby city, and you heard a gunshot in your carriage?
- you were working with young children at a school, and a stranger came into the building?
- you were walking past a shop, and saw through the shop window that there was a robbery taking place inside?

Personal dictionary

1B **Increasing your personal vocabulary bank is one of the most important goals of learning a language. The more words you know, the more you will understand, and the better you will express yourself.**

Make sure you know the following words from text 1. First guess the meaning, then look them up in the vocabulary app if necessary. Write down the Finnish translations in the text vocabulary list on p. 15.

- Choose 3–5 extra words or phrases and mark them, too.
- Try making sentences with some of the words.

1 peculiar
2 steering wheel
3 hesitate
4 favor
5 mental health
6 emotional intelligence
7 convenience store
8 counter

Topic 1 Key text

At what age can you be a hero?

Society needs its heroes, and heroism can take many forms. Here are four stories of modern heroes who were not afraid to act.

1C Listen to the first news item. Fill in the gaps according to what you hear.

Age 5–10:

A ten-year-old girl **1** _____ and saved her friend at Jacksonville Beach, Florida in August 2015. Kaley Szarmack was wading in waist-deep water when she **2** _____ the side of her right leg. "I thought it was like a crab or something holding onto me," Kaley told local news reporters. "Then I turned around and saw **3** _____, with its fin coming out of the water." She managed to get away, but as she was **4** _____, she realised that her six-year-old friend was still in the water. She turned around, went back into the sea, and dragged her friend out of the water. **5** _____ and 90 stitches later, Kaley smiled for the cameras the next day.

1D Listen to the rest of the news items. After listening to each one, decide whether the statements are true or false. Correct the false statements so that they are in keeping with the text.

Age 10–20

		True	False
1	Graceann noticed that the bus driver had been attacked.		
2	She succeeded in driving the bus to the nearest bus stop.		

Age 20–30

3	The young Americans fought a terrorist on the train.		
4	Luckily, none of them got injured.		

Age 30–40

5	The school bookkeeper was filling in some papers when a gunman walked in.		
6	The news item shows that kind behaviour and keeping your cool can help in a tricky situation.		

Age 50 plus

7	The pensioners caught a robber on the train tracks after he had robbed a post office.		
8	Ron witnessed a robbery in a store.		

Age 10–20:

17-year-old Graceann Rumer from Philadelphia was traveling on the school bus when she heard a peculiar sound. When she looked up, she noticed that the bus driver was gone. He had suffered a heart-attack and fallen to the floor, blocking the brake pedal. "I just realized that there was no one driving this bus – I needed to do something in double-quick time," she said later. She grabbed the wheel and steered the bus, filled with about three-dozen students, to safety. Since she couldn't reach the brakes, this was not as easy as it may sound. Nevertheless, she managed to maneuver the bus through the traffic into a ditch on the side of the road, bringing it to a standstill. She had gotten her driver's license only two weeks earlier. "I'm not a hero," she said, "I was just the closest one to the steering wheel when the incident occurred."

Age 20–30:

In the summer of 2015, three young Americans were traveling on the express train from Amsterdam to Paris. They were looking forward to a night out in Paris. Two of them were in the US military, one of them was a student in his final year at Sacramento State University. When the sound of gunshots suddenly rang out, they did not hesitate. In an act of extraordinary courage, they ran the full length of the carriage to tackle the heavily armed terrorist. Assisted by two middle-aged men traveling in the same carriage, they succeeded in bringing the armed man down. One of the Americans suffered multiple knife wounds in the struggle. A Frenchman, who first encountered and tackled the armed man when he came out of the toilet, was shot. The split-second response to a life-threatening terrorist attack saved dozens of lives on the train that day.

Age 30–40:

Antoinette Tuff, a school bookkeeper at a primary school in Decatur, Georgia, was not even supposed to be at work that day. She was filling in for the front office receptionist as a favor. When a 20-year-old gunman with mental health issues walked in with an AK-47 assault rifle over his shoulder, she was the only one standing between him and 870 children. What did she do? She talked to him with sympathy and understanding, sharing tough experiences from her own life. While keeping the police at a distance, she eventually persuaded him to lie on the floor and give himself up. Tuff's action shows that somebody armed with emotional intelligence, poise, empathy and courage can do the job and leave everyone alive.

Age 50 plus:

A couple of pensioners stopped a knife-wielding robber in his tracks when they barricaded him inside a shop in the Greater Manchester area. Ron, 78, was walking past the convenience store on his way to the post office when he saw that a robbery was taking place inside. He grabbed the door, preventing the robber from getting out of the shop. Robert, 72, who was nearby, came over to help. The robber panicked when he saw that he couldn't get out, threw the bag of cash and cigarettes back at the shop assistant and said: "Tell them to open the door. I just want to go. You can have your money back." The two men were praised for their courage and quick thinking by the local police, who eventually apprehended the robber. Ron said: "I looked in and saw this lad brandishing a big knife at a girl behind the counter, so I thought, well he's not getting out while I'm here."

wade /weɪd/ kahlata, polskutella, kahlailla; kahluupaikka
waist-deep /ˌweɪstˈdiːp/ vyötärön syvyinen
crab /kræb/ rapu
***hold onto** /həʊld ɒntu/ pitää kiinni
fin /fɪn/ evä, uimaräpylä
ashore /əˈʃɔː(r)/ rantaan, rannalle, rannalla, maissa
stitch /stɪtʃ/ tikki, ommel, silmukka; tikata, ommella
peculiar /pɪˈkjuːlɪə/

---

block /blɒk/ tukkia, estää; kortteli, asuintalo
brake pedal /breɪk pedl/ jarrupoljin
double-quick /ˌdʌblˈkwɪk/ tosi nopeasti
grab /græb/ tarttua johonkin, pitää lujasti kiinni
filled with /fɪld wɪð/ täynnä jotakin
dozen /dʌzn/ tusina
maneuver /məˈnuːvə/ siirtää, liikutella, taktikoida; liike, ovela teko
ditch /dɪtʃ/ oja; tehdä pakkolasku, hylätä
***bring to a standstill** /brɪŋ tu ə stænstɪl/ pysäyttää
driver's license (AmE), **driving licence** (BrE) /draɪvɪŋ laɪsəns/ ajokortti
steering wheel /stɪərɪŋ wiːl/

***ring out** /rɪŋ aut/ kajahtaa, puhjeta soimaan
hesitate /hezɪteɪt/

---

in an act of extraordinary courage /ɪn ən ækt əv ɪkˈstrɔːdənri kʌrɪdʒ/ osoittaen epätavallista rohkeutta
full length /ful leŋθ/ täydeltä pituudelta
carriage /kærɪdʒ/ vaunu
tackle /tækl/ hyökätä kimppuun, taklata
armed /ɑːmd/ aseistettu
split-second /splɪt sekənd/ sekunnin murto-osa
life-threatening /ˈlaɪfˌθretənɪŋ/ henkeä uhkaava
***be supposed to** /biː səˈpəust tu/ olettaa olevan, pitäisi
fill in /fɪl ɪn/ sijaistaa, täydentää, täyttää
front office receptionist /frʌnt ɒfɪs rɪˈsepʃənɪst/ sisäänkäynnin työntekijä, vastaanottovirkailija
favor /feɪvə/

---

gunman /gʌnmæn/ pyssymies
mental health /mentl helθ/

---

assault rifle /əˈsɔːlt raɪfl/ rynnäkkökivääri
at a distance /æt ə dɪstəns/ etäällä, kaukana, matkan päässä, syrjässä
persuade /pəˈsweɪd/ suostutella, taivuttaa, vakuuttaa
***lie, lay, lain** /laɪ, leɪ, leɪn/ maata, olla, sijaita
***give oneself up** /gɪv wʌnself ʌp/ antautua
emotional intelligence /ɪˈməuʃənl ɪnˈtelɪdʒəns/

---

poise /pɔɪz/ itsevarmuus, tasaisuus
knife-wielding /ˌnaɪfˈwiːldɪŋ/ veistä käyttävä
in his tracks /ɪn hɪs træks/ siihen paikkaan
convenience store /kənˈviːnɪəns stɔː/

***take place** /teɪk pleɪs/ tapahtua
apprehend /ˌæprɪˈhend/ ottaa kiinni, käsittää, ymmärtää
lad /læd/ kaveri, poika
brandish /brændɪʃ/ heiluttaa
counter /kauntə/

1E After reading text 1, answer the questions in Finnish.

1 Mitä Kaleylle tapahtui, kun hän oli pelastanut 6-vuotiaan ystävänsä mahdolliselta hain hyökkäykseltä?
2 Mainitse kaksi syytä, miksi Graceann oli erityisen haastavassa tilanteessa huomattuaan bussikuljettajan saaneen sairauskohtauksen.
3 Kuvaile amerikkalaisten toimintaa junassa (kaksi asiaa).
4 Millainen työntekijä Antoinette on tekstin mukaan?
5 Miten ryöstäjä reagoi eläkeläismiesten tuloon (kaksi asiaa)?

Phrase hunt

1F Find the following expressions in the text.

1 selviytyi hain hyökkäyksestä _____
2 hänen kuusivuotias ystävänsä _____
3 sai sydänkohtauksen _____
4 saaden sen pysähtymään _____
5 välikohtaus tapahtui _____
6 kahden keski-ikäisen miehen avustamana
_____
7 ei edes pitänyt olla töissä _____
8 välimatkan päässä _____
9 estäen ryöstäjää pääsemästä ulos
_____
10 kiitettiin rohkeudestaan _____

1G **Fill in the gaps by choosing the correct phrases from exercise 1F. The phrases may need to be changed a little.**

Hi Julie,

Just a quick note to say everything's fine. I've met some great people already. Everybody is talking about the Australian surfer Mike Fanning, who **1** _____ (selviytyi hain hyökkäyksestä) during the J-Bay Open in July. The **2** _____ (välikohtaus tapahtui) right here in Jeffrey's Bay, and everyone on the beach saw how he fought to keep the shark **3** _____ (välimatkan päässä) until the emergency services arrived. All traffic along the beach road was **4** _____ (saatiin pysähtymään) as people tried to see what was going on. The guys from the Water Safety Team were great though, and were **5** _____ _____ (kiitettiin nopeasta reagoinnista) by everybody who was there. One of them, Charl Harris, **6** _____ (ei edes pitänyt olla töissä) that day, but his son Liam and **7** _____ _____ (hänen kahdeksanvuotias serkkunsa) begged him to take them to watch the competition, which draws surfers from around the world. When Liam saw his dad rush towards the shark, he fainted. Luckily, a man nearby saw him collapse, and, **8** _____ (keski-ikäisen naisen avustamana), he carried Liam to the emergency tent. The competition was cancelled, sadly. But the waves are good today, and there are many surfers out there already. Can't wait to go in myself.

Take care,

Kyle

1H Play Alias. Form groups of four and make two teams A and B.

Your partner will choose a word and explain it to you. Try to guess the word within the time limit (20 seconds). A team scores a point when the word is guessed correctly. Keep playing until all the words have been used.

A	B
stitches	steering wheel
reporter	middle-aged
brake pedal	wound
pensioner	robber
express train	convenience store
emotional intelligence	counter
favor	praise
post office	distance
empathy	courage
knife	shark

1I In every country there are a number of activities that are only legal when a citizen reaches a certain age. The pictures below show a number of situations. At what age do you think these activities are appropriate? Discuss in pairs. What is happening in each picture?

1

2

3

4

1J Can you guess the age at which the following activities are legal in the UK? Check your answers by listening to the audio.

At what age can I do that?

- At _____ – You have to start school or home education because you are of "compulsory school age".

- At _____ – You can open a bank account in your own name.

- At _____ – You can be held criminally responsible. This includes receiving a life sentence. (In Scotland the age is 8.)

- At _____ – You can go to a cinema, unaccompanied. The film must be classified as a U, PG or 12A.

- At _____ – You can get a part-time job.

- At _____ – You can enter a pub and buy food, but you can't buy or drink alcohol there.

- At _____
  – You can leave home and live independently.
  – You can leave school.
  – You can have a full-time job.
  – You can legally have sex.
  – You can get married with your parents' or guardians' consent .
  – You can join the armed forces with your parents' or guardians' consent.
  – You can apply for your own passport.
  – You can drink beer or cider while eating in a restaurant or pub.
  – You can ride a moped of up to 50ccs.

- At _____
  – You can hold a licence to drive most vehicles.
  – You can donate blood.
  – You can emigrate.

- At _____
  – You are no longer a minor. You are seen as an adult in the eyes of the law.
  – You can vote in general and local elections.
  – You can get married without parental permission.
  – You can buy alcohol and cigarettes.
  – You can ask to see your birth certificate if you are adopted.
  – You can change your name.
  – You can be called to serve on a jury.
  – You can sue or be sued.
  – You can place a bet.
  – You can have a tattoo.

- At _____ – You can adopt a child.

1K Compare Finnish legal ages with the list of the English ones in exercise 1J.

- Did anything surprise you?
- Where do the Finnish and British laws differ?
- What is your opinion about some of the ages?
- What ages do you think are appropriate for these activities?

1L Listen to the interview twice. During the second listening, answer the questions according to what you hear.

Is the law fair?

As in Finland, many UK schools organise trips to their local courts. Students have the opportunity to observe a trial, and talk to the professionals who work there. Here is an extract from a Q&A session UK sixth formers had with a judge at the district court.

Before listening, study the following words.

dispute riita, kiista, erimielisyys
universal suffrage yleinen ja yhtäläinen äänioikeus
payday loan pikavippi
speeding ylinopeus
defendant syytetty, vastaaja

1 Why did the judge decide to study law?
   a) He wanted to gain authority.
   b) He likes the variety of cases.
   c) He was dissatisfied with the way our society handles disputes.

2 What is the judge's response to the idea of breaking unjust laws?
   a) There are always problems with laws because they are made by humans.
   b) The majority of people will always want to protest against the elite.
   c) The majority has to be considered when making the laws.

3 Who makes the laws?
   a) MPs chosen by us, so it means we influence lawmaking.
   b) Businesses influence the lawmakers.
   c) Judges lobby the MPs who pass laws in parliament.

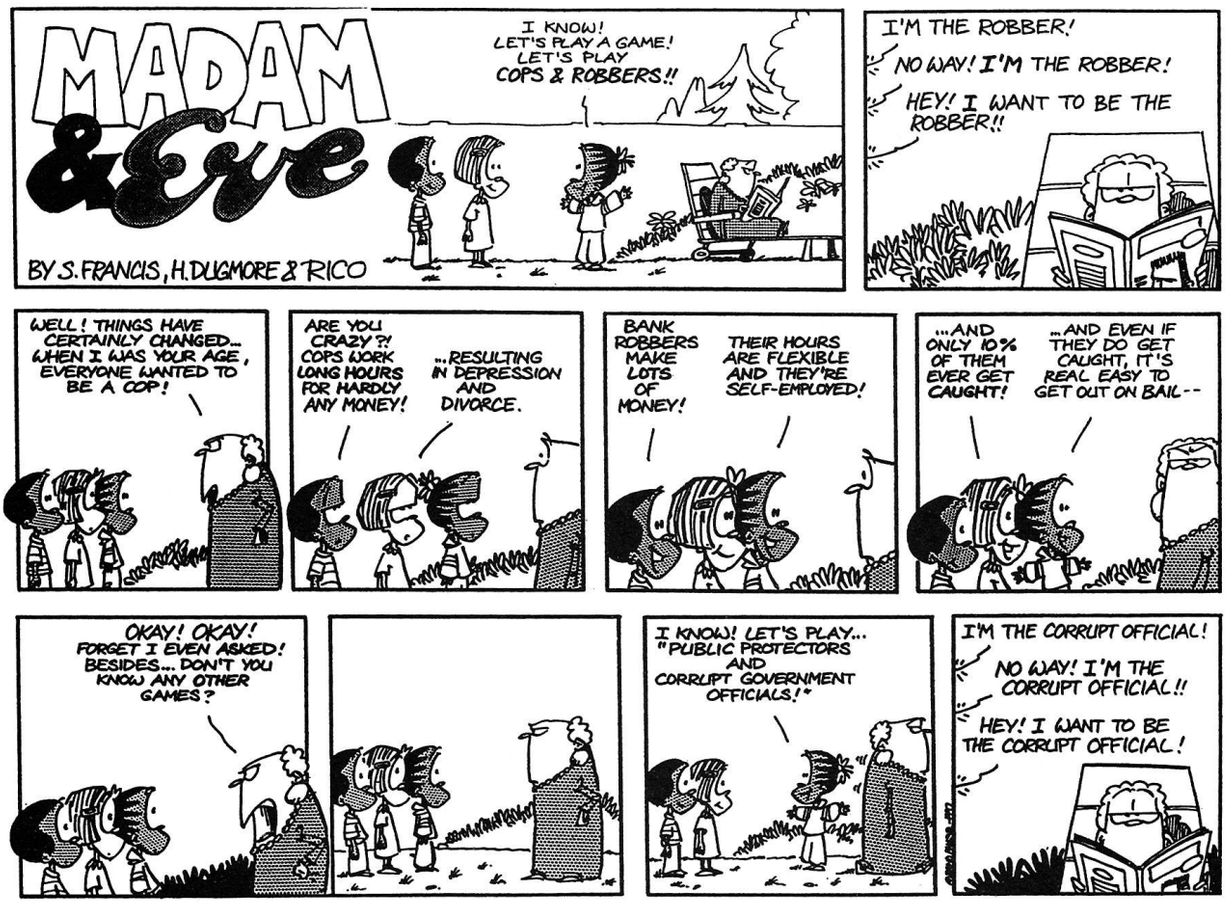
4 What would make justice unequal?
   a) If judges were afraid of people complaining.
   b) If judges tried to help criminals by giving warnings.
   c) If judges started to make their own laws.

5 Why are lawyers hated by so many people?
   a) Because they are filthy rich.
   b) Because literature gives a negative picture of lawyers.
   c) Because clients are often in a difficult situation when working with lawyers.

1M Choose the correct preposition.

1 Have you ever been in trouble **in** / **with** the law?
2 You shouldn't take the law **into** / **under** your own hands.
3 On the other hand, you cannot always do everything **by** / **with** the book.
4 In some undemocratic societies, people have to put **down** / **up** with very unjust laws.
5 In those societies the rich and powerful are often accused **of** / **about** corruption.

1N Read the comic strip from South Africa. This cartoon is satirical. What does the cartoon tell us about South African society today?



1O Role plays. The following role plays are all about trying to do the right thing.

- In pairs, decide which one of you is A and B.
- Start the role plays using the opening line. Can you keep the conversation going for a full two minutes?
- After two minutes, stop the role play and move on to the next one.

Old school

A: You are an adult with happy memories of your old primary school. Now it is being closed down to save money. You are protesting outside the gates with a group of your old schoolmates.

B: You are a police officer. You'd like to know the reasons for this demonstration. Nobody has informed the police about it.

Opening line
B: Good evening, sir/madam. Could you tell me what is going on here?

Helping the elderly

A: You went to the shops for an elderly neighbour, but had a bike accident on the way back. A car drove over the shopping bag, so the groceries are a mess. You have no money to buy more. Ring their doorbell and explain what happened.

B: You are an elderly person. Your wonderful young neighbour has offered to do your shopping for you. You know they are back because you hear the doorbell ring. Answer it.

Opening line
A: I'm really sorry.

Save the planet

A: You see your neighbour putting a glass bottle into their bin. Inside the bin you also see newspapers, cardboard and old apples. You have strong views about recycling. Explain why they should separate their waste.

B: You are just putting an empty bottle in the bin when you see your neighbour. You have a busy life and feel you don't have time to recycle your waste. As you lift the bin lid, they come towards you.

Opening line
B: Good morning.

Paying tax

A: You've been offered a job in a shop and are really happy because jobs are hard to find. You ask about the salary. You believe that everyone should pay tax.

B: You are a shopkeeper who is hiring someone to work in your store. You'd like to pay them cash so you don't have to pay any extra taxes. You think it is good for you, and good for your new worker who won't have to pay any tax either.

Opening line
A: I'd like to ask about the salary.

1P Choose task A, B or C. Write at least 150 words.

A New laws for our school: a proposal from the student council.
B I would like to be a lawyer because...
C "To do a great right, do a little wrong." (from *The Merchant of Venice*) Discuss.

Topic 2

Your country needs you

Leadership is not about the next election,
it's about the next generation.
(Simon Sinek, leadership expert and author)

2A **In groups of four, give your opinion about each statement. Then explain the reasons for your choice.**

	Agree	Disagree
The voting age should be 21 because only then are you mature enough to understand politics.		
Voting is a waste of time.		
Nowadays life is harder for young people than it was for their parents.		
If you want to continue your education after high school, you should pay for it.		
Cutting unemployment benefit would encourage more people to find a job.		
Legally, students should be financially responsible for themselves when they have finished their high school studies.		
Today's politicians are not thinking about our long-term future.		
People worry too much about global warming. There are more important issues to worry about.		

Personal dictionary

2B **Read text 2. Find the words below in the text and underline them.**

- First, guess the meaning, then look them up in the vocabulary app if necessary and write them down on p. 27.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 millennial
2 aspiration
3 represent
4 privileged
5 grant
6 contract
7 mortgage
8 state-funded
9 impoverish
10 disengaged

Make way for the judge!

Topic 2 Key text

Why we don't vote

Less than half of British 18- to 25-year-olds vote in general elections. To find out why, a cross-party group of MPs arranged a public meeting in which young people were invited to give their views on politics and politicians. Here is the speech given by 19-year-old Abbie Turnbull.

Hello, I'm Abbie Turnbull. And I'm one of the so-called millennials who doesn't vote. I didn't vote in the last election, and I won't be voting in the next. Nor will many of my friends.

You ask why. Why aren't we voting? Where are our ideals? Don't we understand that people have fought and died for our right to vote? What's wrong with us?

I've come here today to tell you that there's nothing wrong with young people. We're not lazy or apathetic or cynical. We're not lacking in ideals or aspirations. On the contrary, we do care about the future – our future and the future of this planet. What's wrong is *you* – our so-called representatives.

You don't represent us. Instead, you represent a privileged older generation. People who had free education. People who went to university on a government grant. No student loans for you. And yet, when our turn came, what did you do? You made us pay for our studies. You made us start our working lives loaded with debt. That's one reason we don't vote for you.

We finish our studies and look for work – after all, we have a big loan to pay off. And what do we find? We find we're lucky if we can get a job – any job. Millions of young people all over Europe are unemployed. And if we do manage to find work, all too often it's on a zero-hour contract. A low-paid, come-when-the-boss-needs-you job. Try planning your life without job security. Try getting a mortgage to buy a flat. Try starting a family. That's why we don't vote for you. →

You've failed us when it comes to education. You've failed us when it comes to jobs. You've failed us when it comes to housing.

And why? Because your generation protects your own jobs. You buy second homes and rent them out to us. You give yourself state-funded pensions so you can travel, and pursue your hobbies. And who will pay for all this? Look at your audience and you'll see who. And still you wonder why we don't vote for you?

Your policies have impoverished a generation of young people. Worse, you've done nothing to address the big issues that will shape the world we will inherit. You've done nothing meaningful about global warming, about pollution, about the destruction of the natural environment. And as the sea-levels rise, and the species around us die out, you expect us to step into polling stations up and down the country, and cast our votes for *you*?

Let me make one thing clear: it's not we, the young, who have turned our backs on politics, it's politicians from every party who have turned their backs on us. While you cater for the haves, we – the have-nots – face cuts in education, cuts in housing benefit, cuts in unemployment benefit. And that's not the worst of it. You've been so busy safeguarding the interests of your generation that you've turned a blind eye to the future of the planet. The future that we and our children will have to live in.

So are we disengaged? Are we disillusioned and disenchanted with your brand of politics? We certainly are. We're fed up with your stale ideas, your self-serving policies, and your partisan bickering.

If you want to inspire young people, you need to start listening to us. Listen to our concerns, our aspirations, our ideas. Until you do, you will never have our support. And without our participation, the word democracy has a hollow ring to it.

So stop asking us why we don't vote. Ask, instead, why we don't vote for *you*. Because we will vote, we will go to the ballot box in our thousands, when we see that there is something or someone worth voting for.

general elections /dʒenərl ɪ'lekʃns/ parlamentti- tai eduskuntavaalit
a cross-party group /ə ˌkrɒs'pɑːti gruːp/ eri puolueiden (kansan)edustajista koostuva ryhmä
MP (Member of Parliament) /ˌem 'piː/ kansanedustaja
arrange /ə'reɪndʒ/ järjestää
public /pʌblɪk/ julkinen, yleinen
invite /ɪn'vaɪt/ kutsua; kutsu
view /vjuː/ näkemys
politics /pɒlɪtɪks/ politiikka
politician /ˌpɒlɪ'tɪʃn/ poliitikko
speech /spiːtʃ/ puhe
millennial /mɪ'lenɪəl/

---

vote /vəut/ äänestää; ääni
election /ɪ'lekʃn/ vaali, vaalit
ideals /aɪ'dɪəlz/ periaatteet
apathetic /ˌæpə'θetɪk/ apaattinen, haluton
cynical /sɪnɪkl/ kyyninen
lack /læk/ puute; puuttua
aspiration /ˌæspɪ'reɪʃn/

---

on the contrary /ɒn ðə kɒntrəri/ päinvastoin
planet /plænɪt/ planeetta
representative /ˌreprɪ'zentətɪv/ edustaja
represent /ˌreprɪ'zent/

---

privileged /prɪvɪlɪdʒd/

---

generation /ˌdʒenə'reɪʃn/ sukupolvi
grant /grɑːnt, grænt/

---

loan /ləun/ laina; lainata
loaded /ləudid/ lastattu, kuormitettu
debt /det/ velka
***pay off** /peɪ ɒf/ maksaa takaisin
unemployed /ˌʌnɪm'plɔɪd/ työtön
manage /mænɪdʒ/ onnistua
zero-hour /'zɪərəuˌauə/ nollatunti
contract /kɒntrækt/

---

low-paid /ˌləu'peɪd/ matalapalkkainen
mortgage /mɔːgɪdʒ/

---

fail /feɪl/ epäonnistua, pettää luottamus, laiminlyödä
housing /hausɪŋ/ asuminen
state-funded /ˌsteɪt'fʌndɪd/

---

pursue /pə'sjuː/ harjoittaa; tavoitella
audience /ɔːdɪəns/ yleisö
policy /pɒlɪsi/ menettelytapa, käytäntö
impoverish /ɪm'pʌvərɪʃ/

---

address /ə'dres/ käsitellä; osoite
issue /ɪʃuː, ɪsjuː/ asia
inherit /ɪn'herɪt/ periä
global warming /gləubl wɔːmɪŋ/ maapallon lämpeneminen
pollution /pə'luːʃn/ saasteet, saastuminen
destruction /dɪ'strʌkʃn/ tuhoutuminen
environment /ɪn'vaɪərənmənt/ ympäristö
species /spiːʃiːz/ laji, lajit
die out /daɪ aut/ kuolla sukupuuttoon
polling station /pəulɪŋ steɪʃn/ äänestyspaikka
***cast a vote** /kɑːst, kæst ə vəut/ äänestää, antaa ääni
cater /keɪtə/ palvella
housing benefit /hausɪŋ benɪfɪt/ asumistuki
safeguard /seɪfgɑːd/ turvata
disengaged /ˌdɪsɪn'geɪdʒd/

---

disillusioned /ˌdɪsɪ'luːʒnd/ pettynyt
disenchanted /ˌdɪsɪn'tʃɑːntɪd/ pettynyt
stale /steɪl/ ummehtunyt, vanhentunut
self-serving /ˌself'sɜːvɪŋ/ omia etuja ajava
partisan bickering /pɑːtɪzæn bɪkərɪŋ/ puolueiden välinen kinastelu
inspire /ɪn'spaɪə/ innostaa
concern /kən'sɜːn/ huoli; liittyä, koskea
participation /pɑːˌtɪsɪ'peɪʃn/ osallistuminen
democracy /dɪ'mɒkrəsɪ/ demokratia, kansanvalta
hollow /hɒləu/ ontto
ballot box /bælət bɒks/ vaaliuurna

2C After reading text 2, choose the alternative that is in keeping with the text (questions 1–3), then answer the questions in English (questions 4–5).

1 According to Abbie, what is wrong with young people?
   a) They are lazy and cynical.
   b) They don't have ideals.
   c) Nothing is wrong with them. They are OK.

2 How does Abbie describe the older generation?
   a) They didn't have to take student loans.
   b) Their life has been easier financially.
   c) They are loaded with debt.

3 What is a zero-hour contract?
   a) An illegal contact.
   b) You go to work only when your employer requires you.
   c) A full-time job.

4 What issues does Abbie mention? Give at least two examples.

_____

_____

5 Mention three things young people are fed up with.

_____

_____

_____

2D Study text 2 carefully. Write down at least three reasons why Abbie says many young people don't vote. Your answers to questions 4 and 5 in exercise 2C may help you. Do you agree with Abbie? Discuss in pairs.

_____

_____

_____

_____

_____

2E Match the beginnings and the endings of the sentences below. Translate the complete sentences.

1	Pete didn't vote _____	A	to pay off.
2	Young people aren't lacking in _____	B	job.
3	They are worried about the future _____	C	your studies.
4	Politicians represent an _____	D	older generation.
5	You didn't have to pay for _____	E	in education.
6	Young people are loaded _____	F	ideals.
7	You have a huge loan _____	G	of this planet.
8	Dave used to have a low-paid _____	H	with debt.
9	You will have to face cuts _____	I	young people.
10	Representatives should inspire _____	J	in the last election.

Phrase hunt

2F Find the following expressions in the text.

1 vähemmän kuin puolet brittiläisistä

_____

2 Meiltä ei puutu periaatteita _____

3 mitä tulee asumiseen _____

4 luonnon tuhoutuminen _____

5 kääntäneet selkämme jollekin _____

6 leikkaukset työttömyysturvassa _____

7 Olette olleet (niin) täyttä päätä turvaamassa

_____

8 olla välittämättä, ummistaa silmänsä _____

9 kurkkua myöten täynnä _____

10 äänestämisen arvoinen

_____

2G Listen to the story and fill in the gaps. The expressions in exercise 2F may help you.

Rise of the chugger

1 _____ mean that all too often charities are required to help vulnerable members of society. And yet many Brits say they are **2** _____ the presence of charity fundraisers on UK high streets. Yet, these chuggers – or charity muggers – as they're called, raise millions of pounds for a variety of good causes ranging from child protection to stopping the **3** _____ the rain forests.

British people are not **4** _____, so why the hostility when it comes to chuggers? Some say they are too aggressive. Others claim that less than half of the money they collect goes to charity. However, if governments turn their backs on social or environmental problems, then charities have to **5** _____ them. Until that situation changes, chuggers will continue **6** _____.

2H Translate the sentences into English.

1 Olin täyttä päätä pakkaamassa, kun puhelin soi.
2 Soittaja oli äänestäjäni, joka sanoi etten ole enää äänestämisen arvoinen.
3 Hän sanoi olevansa kyllästynyt valheisiini.
4 Hänen mielestään olin ummistanut silmäni köyhien ihmisten asioilta.
5 Mitä seuraaviin vaaleihin tulisi, hän sanoi, että äänestäisi jotain toista ehdokasta.

2I **Talking politics. Decide who is student A and student B. Check the meaning of your words. Take turns explaining the differences or the connection between them.**

Example:
A: My two words are politics and politician. A politician is a person. Politics is what they do.

A	B
polling station – elections	loan – debt
pollution – global warming	MP – MEP
speech – debate	cast a vote – ballot box

2J **Listen to what Tom says about voting. Before listening, study the following words.**

disillusioned pettynyt
petition anoa, vedota, tehdä vetoomus
persuasive vakuuttava
engage in osallistua
disenchantment pettymys
ill-equipped huonosti varustettu

Why you should vote

Tom McGregor, a volunteer who encourages young people to vote, attended the public meeting at which Abbie Turnbull gave her speech. This is the response he gave in an interview shortly afterwards.

1 Why are young people disillusioned with politics?
2 What is the message the politicians receive if young people do not vote?
3 What will happen if the young do not participate in politics?
4 What does Tom believe the young can bring to politics?

2K Here is a list of Finnish parliamentary parties.

- Translate the party names you do not know, then try putting them in the correct place on the line below. The first one has been done for you.
- How would you explain each party to a foreign friend? First find information online, then take turns explaining them to one another in pairs.

1 The Centre Party _____

2 The Christian Democrats of Finland _____

3 The Finns Party _____

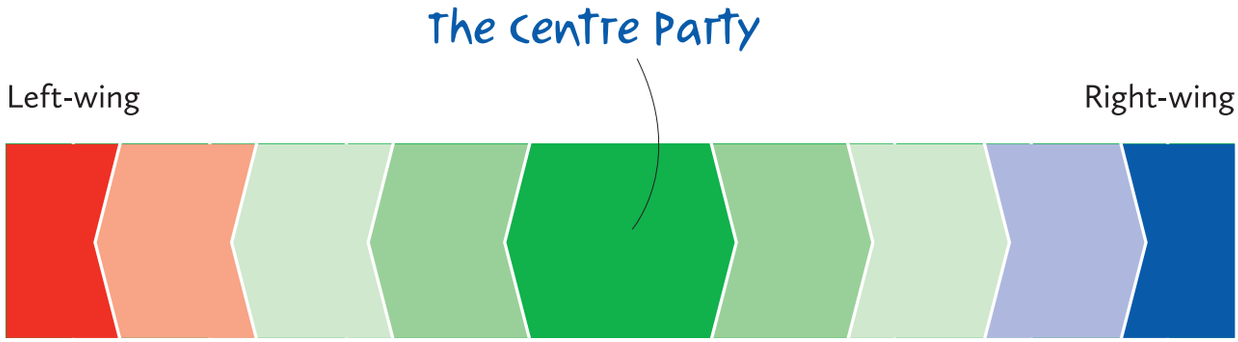
4 The Green League _____

5 The Left Alliance _____

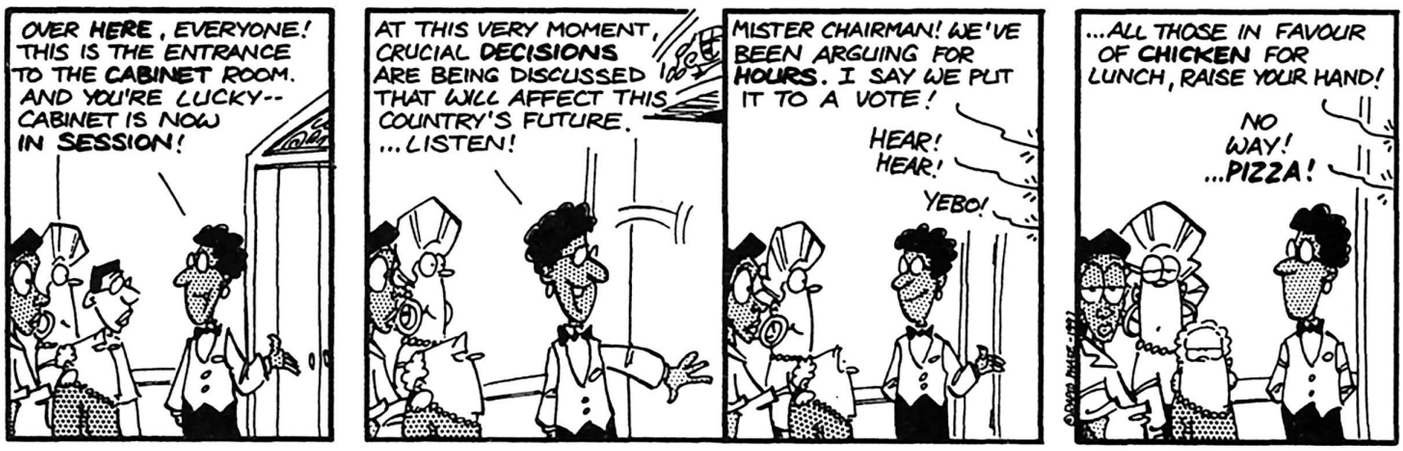
6 The National Coalition Party _____

7 The Social Democratic Party of Finland _____

8 The Swedish People's Party of Finland _____



2L What is happening here? What do you think this cartoon implies about politicians?



2M Idioms using *turn*. The verb *turn* is used in many English idioms. In her speech Abbie Turnbull talks about *turning a blind eye* and *turning one's back on someone*.

Here are some more examples. Match the idiom with the explanation.

1	turn a deaf ear to _____	A	be shocked
2	turn heads _____	B	disgust one
3	turn in one's grave _____	C	start acting in a better way
4	turn one's hand to something _____	D	get an advantage over a rival
5	turn one's stomach _____	E	refuse to accept something
6	turn one's nose up at something _____	F	try something one hasn't done before
7	turn the tables on someone _____	G	not listen to
8	turn over a new leaf _____	H	get noticed

Can you replace the underlined part of the sentences below with the appropriate idiom? You might need to change the form of the verb in some sentences.

1 Do you know what really makes me feel sick? Hearing rich politicians telling poor people that their salaries are too high.

2 When native Americans protested in their traditional clothing, they certainly attracted attention.

3 He would have paid her $50,000 to settle out of court, but she rejected the offer.

4 The former actor has now started a new career in politics.

5 The writer George Orwell warned us about government surveillance back in 1948. If he saw how governments spy on their citizens today, he would be very upset.

6 Everyone thought she had no hope of winning the election, but halfway through the campaign she gave a powerful speech and suddenly gained the advantage over her opponents.

7 We need jobs and affordable housing, but the government has refused our requests.

8 Jake said the drug rehabilitation programme had helped him to change his behaviour for the better.

INFO BOX

Idioms are tricky to translate

In every language idioms are closely related to people's culture, way of life and history. This makes it difficult to translate idioms word for word.

e.g.

- to shoot yourself in the foot → *sahata omaa oksaansa*
  NOT: *ampua omaan jalkaansa*
- to beat about the bush is → *kiertää kuin kissa kuumaa puuroa, vältellä (arkaa) aihetta*
  NOT: *kierrellä pensasta*
- to upset the applecart is → *työntää kapuloita rattaisiin*
  NOT: *kaataa omenakärryt*

Fortunately, some idioms in English are easy to translate into Finnish.

e.g.
to vote with your feet → *äänestää jaloillaan*

We have a dream: high school students at the Washington Monument.

2N **How to analyse a speech. A well-written speech is a powerful way of influencing people. Speech writers use a number of tricks to persuade their audience. Here are ten techniques often used in speeches. Which ones can you find in Abbie's speech? Underline examples.**

Techniques

1 Make it personal. Then later move from "I" to "we" so you sound like your argument reflects the views of many.
2 Refer directly to the audience, so they feel involved.
3 Use short sentences to make key points hit hard.
4 Use rhetorical questions to focus your points.
5 Use repetition to make your points more forceful.
   a) List three elements one after another.
   b) Repeat key words.
   c) Repeat sentence structures.
   d) Repeat a central question or idea over a series of paragraphs.
6 Structure your speech to enhance clarity.
   a) Use linking words to structure your speech.
   b) Summarise key points.
7 Use large numbers to show the scale of what you are talking about.
8 Use technical or official words to show you know what you're talking about.
9 After pointing out a problem, offer a solution.
10 End on a strong, inspiring note.

2O **Write a speech on one of the following topics, using some of the techniques mentioned in exercise 2N.**

1 Your school's student council elections are in two weeks. You are a candidate and have to give an election speech to your fellow students. Talk about what you want to improve in your school. Why should your fellow students vote for you? What promises do you want to make?

2 An international group of students is visiting your school. You were asked to give a welcome speech. Talk about the special features of your school. Tell them how students are involved in decision making in your school, for example the student council, meetings, parties, planning the school year. You can also talk about what you want them to experience during their stay.

3 Your school has digitised teaching in a big way. You are against it. Write a campaign speech to go back to paper and pen without computers, smartphones and digital exams.

INFO BOX

Rhetorical questions

Rhetorical questions are not really questions, but statements given in question form.

- Public speakers often use these types of questions in speeches to emphasise an important point or to prompt listeners to imagine the answer.
  e.g. *Are we not all in this together?*
  Future generations depend on us. Will we fail to help them?

- You may also have heard rhetorical questions from your parents. In these instances you are not usually expected to answer the question!
  e.g. *How many times have I asked you to unload the dishwasher?*
  Is this a reasonable time to come home?
  Do you realise what the time is?

- Rhetorical questions are also used in everyday speech.
  e.g. *Are you kidding me?*
  Does it look like I care?
  OK. Why not?

2P **Do you know who made the following famous speeches? Go online and find out the following: the name of the speaker, when, where and why the speeches were made.**

- I have a dream.
- We shall fight them on the beaches.
- It's an idea I'm prepared to die for.
- I know I have the body of a weak, feeble woman but I have the heart and stomach of a king.
- Ask not what your country can do for you...
- Yes, we can.

Do you know of any other well-known, rousing speeches? What do you think makes these speeches so good?

Topic 3

Society and welfare

3A **Read through the hints and fill in the answers with the help of the Finnish clues. The first letter of the correct answer has already been filled in. All the words relate to the welfare state, and all the words are in the box below.**

municipality	citizenship	cohabitation	high taxation
income tax	health care	retire	housing benefit
standard of living	social security	health centre	authorities

1 These are the people who have the final say. You cannot argue with the a_____. (viranomaiset)

2 If you cannot manage to pay your rent, you may get some h_____. (asumistuki)

3 Every working person has to pay i_____ every month. It is how a state finances itself. (tulovero)

4 C_____ is the word used to describe a couple living together without being legally married. (avoliitto)

5 A welfare state usually offers h_____ – an organised system of taking care of sick people. (terveydenhoito)

6 People who have everything they need and live well, have a high s_____ _____. (elintaso)

7 In general, a system for the economic security and social welfare of people is called s_____. (sosiaaliturva)

8 When you are about 65 years old, you can finally stop working and r_____. (jäädä eläkkeelle)

9 Not everybody who lives in a specific country has this, but everybody born in a country has its c_____. (kansalaisuus)

10 The area of a town or a city is called a m_____. (kunta)

11 A h_____ is the building where several doctors have offices, including nurses, a child-health clinic, X-ray facilities and so on. (terveyskeskus)

12 In a welfare state, many people complain about h_____. (korkea verotus)

3B **Read the following recommendations drawn up by the Department of Health and Social Welfare. The words in bold relate to child welfare. Match the words to the Finnish words in the box below. Note that there are two extra words in Finnish. Look up translations for those as well.**

Department of Health and Social Welfare

Child care – general

1 All mothers should continue to receive **maternity benefit**. Without this assistance, working women may choose not to have children. Fathers should be allowed to go on **paternity leave** for at least two months.

2 The **child benefit** for all families with children should be increased by 2% in the coming financial year.

3 There is an urgent need for more **children's day care centres** in urban areas since families with small children are moving out of the suburbs into the city centre.

Child protection

4 Professionals concerned with child welfare should have a **child-centred** approach at all times.

5 The primary aim should always be the protection of vulnerable children, which involves preventing child **abuse** and neglect.

6 Where possible, neglected and **abandoned** children should be placed with willing **foster parents** who will look after the child until such time as he or she can be returned to their biological parents.

7 Children are only to be placed in a **children's home** as a last resort when no other options, such as **adoption** for example, are available.

sijaisvanhemmat _____

äitiyspäiväraha, vanhempainraha _____

_____

pahoinpitely, hyväksikäyttö _____

perhepäivähoito _____

lapsilisä _____

hylätty _____

adoptio _____

palvelutalo _____

päiväkoti _____

_____

lastenkoti _____

lapsilähtöinen _____

isyysloma _____

3C **Imagine that you work for the Department of Health and Social Welfare. You have to decide how to allocate the money from your annual budget to the following areas. First underline the correct English translation. Then decide which area should get the most money, the second most, and so on. Explain your decisions to a partner.**

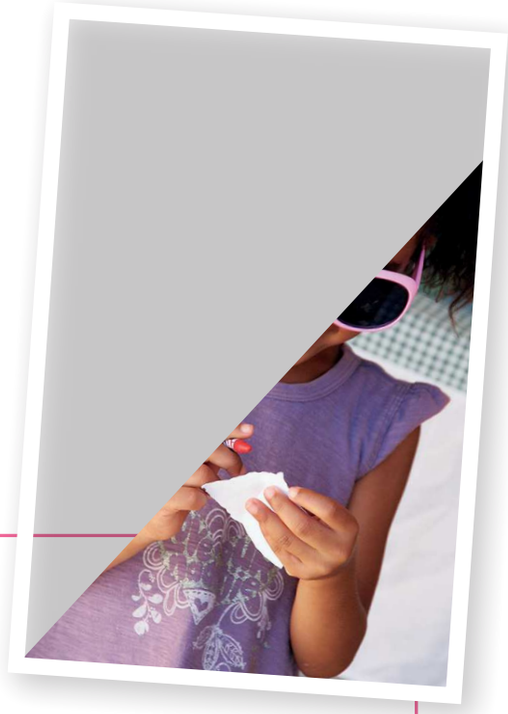
1 The government should give more money to workers who take care of the *vanhukset* **the elderly / pensioners**.

2 If retired people had more money, they would not need to depend on the state for help. So I suggest we increase their *eläke* **pension / salary**.

3 Jobs are hard to come by at the moment and therefore *työttömyyskorvaus* **subsidies / unemployment benefit** is essential to help people without an income.

4 More money should be allocated for the upkeep of *lastenkoti* **daycare centres / children's homes**. We need to take care of the children – they are our future.

5 Students should study, preparing themselves to take their place as members of society, not waste time worrying about money. Student *tuki* **money / benefits** should never be decreased.



INFO BOX

Social security

The term social security (*sosiaaliturva*) means slightly different things in different countries.

- In the UK, social security refers to financial assistance from the government to people who have either a very small income, or no income at all.
  e.g. *She's living on social security now.*

- In the US, social security refers to financial assistance from the government to pensioners, and to people who are unable to work because they are ill or disabled.
  e.g. *All American employees have to pay a percentage of their earnings into the Social Security system.*

Topic 4

Read on

The fewer the facts, the stronger the opinion.
(Arnold H. Glasow, American humorist)

4A Work in pairs. Have a look at the following headlines. First guess which ones are real and which ones false. Then take turns with your partner guessing what the articles could possibly be about.

Apple seeds are poisonous!

Life on Mars!

Is running bad for you?

Granny destroys a million-euro fortune

Sheep manure causes emergency landing

Woman shot by her pet dog

Topic 4

Fact or fiction?

Distinguishing between fact and fiction in the material we find online can be very difficult. We are often advised to be careful about what we read on the internet. "Don't take anything at face value," we are told. "Check your facts." But do we? How well have the writers of the following posts checked their facts?

The Weekly Bulletin

world | sport | business | culture | travel | food | tech

Violence and video games – revisiting the debate

Join the debate Tuesday, 3 March 20.22 GMT

I was alarmed by Jo Worth's article "It's in the game". As a concerned citizen, and grandfather to three adolescents, I felt I simply had to respond to express my worry about the increasing level of violence in our society, and its undeniable link to that seemingly innocent free time activity so popular amongst young people today: video games. As everybody knows, the media is full of reports about the increase of violence among young people, and I'm sorry to say that I blame it all on these video games that glorify fighting, sniping, and carnage in general. If young people spend all their time in an online world where might is right, is it any wonder that they carry that same attitude into the real world? I don't blame the young people. I blame the manufacturers of these brutal, aggressive games.

It has been repeatedly proven that cruel, violent video games promote disruptive and antisocial behavior. Did you know that up to 47% of children who play violent video games go on to commit a crime later in life? Enough is enough, I say. Let's keep our streets safe. Let's ban this toxic form of entertainment once and for all.

Bill Berman, Austin, Texas

Honestly, Bill Berman, wake up and smell the coffee! Show me your so-called 'evidence' for the connection between playing online games and violence. You make it sound as if all online games are bad. What about that 2014 study at a children's hospital in Chicago, for example? It showed that playing games on an iPad before surgery relaxed children more effectively than a sedative. I think older people are overreacting when it comes to online games. You don't understand it, so you diss it. A classic case of neophobia. Games are here to stay. Deal with it.

Anna G., Montana

Thanks to Jo Worth for a great article! I don't know what century Bill Berman lives in, but it can't be the 21st. There is absolutely no link between violent online games and antisocial behaviour. I have been playing violent games like *Condemned* and *Grand Theft Auto* since I was ten years old, and I've never hurt a fly although I've been playing them for more than a decade. In fact, I would say those games are actually good for society! Surely it's better to work out your aggression in a game than on the streets?

Gary Lu, Hong Kong

Hallo!? Earth to Gary Lu... do you even notice the extreme violence in the games you play? I bet it has become so commonplace that you hardly pay attention to it any more. Everybody knows that the problem with violent games is that the shock-effect wears off pretty quickly. Players get desensitized, which means games have to be made more and more violent to pack the same kind of punch.

Sue McFerrin, San Francisco

Experts agree that playing online games is actually very good mental exercise for young people. It develops their analytical skills and promotes logical thinking, similar to chess. Some games are exceptionally difficult to play, demanding that players simultaneously keep track of a range of interconnected variables. It is also good for developing your foreign language skills. I heard that in India, the National Board of Education is promoting the use of video games and online role-playing games in the classroom to help students improve their English. As a matter of fact, in some of the bigger private schools in Delhi student grades have increased by almost 20% since they started using the games in their classrooms.

Mia Kew, Liverpool

In Japan, Professor Ryuta Kawashima found that playing online games for long periods of time actually does not stimulate the frontal lobes of the brain enough, thus making children less intelligent. Using cutting-edge technology, the level of brain activity was measured in hundreds of teenagers playing a Nintendo game. The frontal lobe, which continues to develop in humans until the age of about 20, plays an important role in controlling our behaviour. Whenever you use self-control to refrain from doing something you should not do, the frontal lobe is hard at work. If the frontal lobe is being stunted because of prolonged gaming, this is very bad news for everybody. It means that young gamers are increasingly incapable of controlling their behaviour. While I am in principle against censorship, I have to partially agree with Bill Berman on this one: restrict and control violent video games for the sake of a peaceful, safe society.

Jeremy Cole, Tasmania

Join the debate – email The Weekly Bulletin at letters@Bulletin.com

distinguish /dɪ'stɪŋgwɪʃ/ erottaa
***take something at face value** /teɪk sʌmθɪŋ æt feɪs vælju:/ ottaa jokin täydestä
adolescent /ˌædə'lesnt/ murrosikäinen, nuori
society /sə'saɪəti/ yhteiskunta, yhteisö, kerho
undeniable /ˌʌndɪ'naɪəbl/ kiistämätön
seemingly /si:mɪŋli/ näennäisesti, ilmeisesti, nähtävästi
glorify /glɔ:rɪfaɪ/ ylistää, kaunistella
sniping /snaɪpɪŋ/ sala-ampuminen, tarkka-ampuminen, piikittely
carnage /kɑ:nɪdʒ/ verilöyly
might /maɪt/ mahti, voima, valta; saattaisi
manufacturer /ˌmænju'fæktʃərə/ valmistaja, tuottaja
repeatedly /rɪ'pi:tɪdli/ toistuvasti, useasti
promote /prə'məut/ edistää, kannattaa, mainostaa, ajaa jonkun asiaa
disruptive /dɪs'rʌptɪv/ häiritsevä
antisocial /ˌæntɪ'səuʃl/ epäseurallinen, epäsosiaalinen, yhteiskunnanvastainen
commit a crime /kə'mɪt ə kraɪm/ tehdä rikos
toxic /tɒksɪk/ myrkyllinen
wake up and smell the coffee /weɪk ʌp ənd smel ðə kɒfi/ älä unta näe, herää jo todellisuuteen
as if /æz ɪf/ kuin, ikään kuin
study /stʌdi/ tutkimus, tutkielma, opiskelu; tutkia, lukea, opiskella
surgery /sɜ:dʒərɪ/ leikkaus
sedative /sedətɪv/ rauhoittava, rauhoittava lääke
overreact /ˌəuvərɪ'ækt/ ylireagoida
when it comes to /wen ɪt kʌms tu/ mitä tulee johonkin
diss /dɪs/ haukkua, parjata, dissata
neophobia /ˌnɪ:əu'fəubɪə/ uusien asioiden tai kokemusten kammo, pelko
21st century /twentɪ fɜ:st sentʃəri/ 2000-luku
condemned /kən'demd/ tuomittu
Grand Theft Auto /grænd ðeft ɔ:təu/ toiminta- ja seikkailupelisarja, jonka ikäraja on K-18
grand theft /grænd ðeft/ törkeä varkaus
work out /wɜ:k aut/ laatia, viimeistellä, keksiä, ratkaista, kuntoilla, käyttää loppuun
commonplace /kɒmənpleɪs/ arkipäiväinen, tavanomainen, yleinen
shock-effect /ʃɒk ɪ'fekt/ shokkivaikutus
***wear off** /weər ɒf/ kulua pois, hävitä, hellittää, helpottaa
desensitized /di:'sensɪtaɪzd/ tunteeton, tehty tunnottomaksi
pack a punch /pæk ə pʌntʃ/ olla suuri vaikutus, ladata isku
logical thinking /lɒdʒɪkl θɪŋkɪŋ/ looginen ajattelu
similar to /sɪmɪlə tu/ samanlainen, samankaltainen
simultaneously /ˌsɪməl'teɪnɪəsli/ samanaikaisesti, yhtä aikaa
***keep track of** /ki:p træk əv/ pitää silmällä, pysyä jonkin tasalla
interconnected /ˌɪntəkə'nektɪd/ yhdistetty
variable /veərɪəbl/ muuttuja
the National Board of Education /ðə næʃənl bɔ:d əv ˌedju'keɪʃn/ Opetushallitus
improve /ɪm'pru:v/ parantaa, kohentaa
stimulate /stɪmjuleɪt/ antaa virikkeitä, stimuloida, kiihottaa, piristää
frontal lobe /frʌntl ləub/ otsalohko
thus /ðʌs/ täten, siten, sen vuoksi, siksi
cutting-edge /ˌkʌtɪŋ'edʒ/ viimeisin, kehittynein, terävin kärki
measure /meʒə(r)/ mitata; mitta, määrä, toimenpide
play a role in /pleɪ ə rəul ɪn/ olla tärkeä rooli jossakin, esittää, näytellä
refrain from /rɪ'freɪn frɒm/ pidättyä, pidättäytyä, välttää
hard at work /hɑ:d æt wɜ:k/ työn touhussa
stunt /stʌnt/ ehkäistä, surkastuttaa, tyrehdyttää kasvu; temppu, taidonnäyte
prolonged /prə'lɒŋd/ pitkittynyt, pitkitetty
increasingly /ɪn'kri:sɪŋli/ lisääntyvässä määrin, yhä enemmän
incapable of /ɪn'keɪpəbl əv/ kyvytön, kykenemätön, saamaton
in principle /ɪn prɪnsɪpl/ periaatteessa
censorship /sensəʃɪp/ sensurointi
partially /pɑ:ʃəli/ osittain
agree with /ə'gri: wɪð/ olla samaa mieltä jonkun kanssa, sopia yhteen jonkin kanssa, sopia jollekin
restrict /rɪ'strikt/ rajoittaa
for the sake of /fə ðə seɪk əv/ jonkin vuoksi, tähden

HOW TO

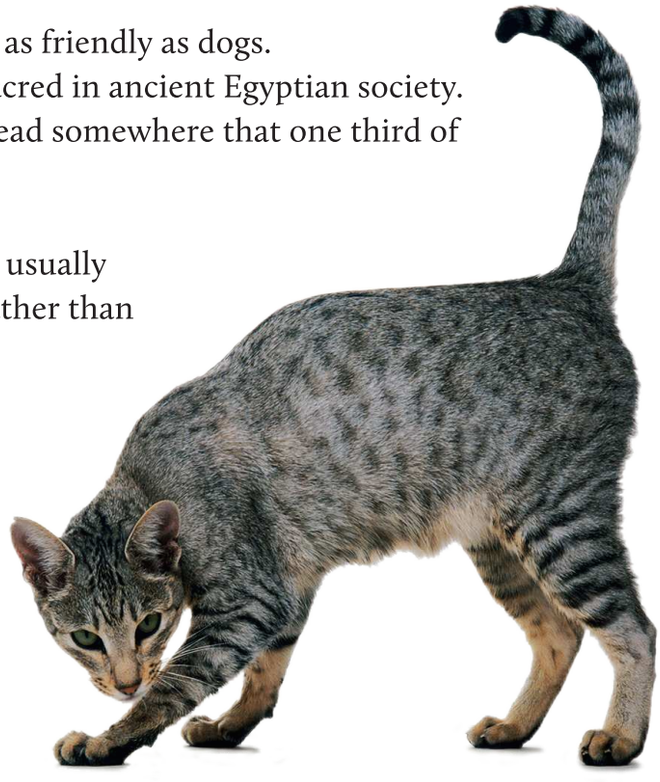
How to distinguish between fact, interpretation and opinion

With so much information available online and in print, it can be difficult to tell what is a fact, and what is somebody's opinion, or their interpretation of the facts.

- **A fact** is a statement that can be proven true. Just because something is posted on the internet or printed on paper doesn't make it a fact. A reader must decide if the statement can be proven or verified.
- **Opinions** are different from facts. If the writer is trying to convince you of his point of view, it may sound like a fact, but it is still an opinion. Opinions express an individual point of view, and you can agree or disagree with an opinion.

e.g.

Opinion: Clearly cats are not as friendly as dogs.
Fact: Cats were considered sacred in ancient Egyptian society.
Opinion disguised as fact: I read somewhere that one third of all Egyptians own cats.



Here are some expressions that usually indicate the writer's opinion, rather than proven facts.

There is no doubt that...
Obviously...
Clearly...
As everybody knows...
The only...
It has been proven that...
Statistics show that...
Studies show that...
Experts agree that...

TIP: More reliable texts tend to list the sources they are using so readers can check facts.

4B Answer the following questions in English.

1 What do you think the original author, Jo Worth, wrote in her article?
2 How old do you think Bill Berman, Anna G and Gary Lu are?
What words are the give-away?
3 What is the attitude of the different writers towards video games?
Write down their opinions.

Bill Berman	Anna G
Gary Lu	Sue McFerrin
Mia Kew	Jeremy Cole

4 What is your reaction to Bill Berman's letter to the editor?
5 Which comments do you agree and disagree with? Why?

STUDY TIP

Search more effectively online

Here are six tips to help you find what you're looking for.

1 Keep it short. The fewer words you use, the more accurate your search will be.

2 Drop the suffixes. Enter the base word so you don't exclude relevant pages. For example, enter voter and not voters, protest and not protesting.

3 Use quotes. Double quotes (" ") around a group of words tells the search engine to find those exact words in that exact order.

4 Use an asterisk. The asterisk (*) is a substitute for any word you don't know. e.g. "social media * my life"

5 Say what you don't want. Use a minus sign (-) immediately before words you do not want to appear in your results.

6 Search a web site. Enter the topic and then the name of the website. e.g. food waste bbc.co.uk

4C **Voicing your opinion. Take turns with your partner and speak for one minute on the following issues, either for or against the topic.**

1 Violent video games are appropriate for all age groups.
2 Teenagers should be allowed to get a driver's license at the age of 15.
3 People who do not vote should be fined €1,000.
4 Security cameras are an invasion of our privacy.
5 Juveniles should be tried and treated as adults in court.
6 Students' grades should be posted on public bulletin boards to motivate them to perform better.
7 School attendance should be voluntary in comprehensive school.
8 Finnish towns and cities should order curfew times for teenagers, e.g. 11 pm for those under 16.

4D Fill in the sentences with the correct expressions. You may have to change the expressions a little.

agree with	hard at work	refrain from	pack a punch
pay attention to	keep track of	take at face value	wear off

1 The effect of the sedative will _____ in an hour.

2 Tom's emotional speech at the demonstration really _____. Everyone was in tears.

3 The students _____ no _____ the new rule concerning mobile phones in classes.

4 I've been _____ all afternoon, and here is the result: the perfect armour against any Minecraft monsters!

5 If you _____ the government's statistics _____, the unemployment rate is falling.

6 I always _____ my tasks and appointments by using a phone app.

7 Can you please _____ playing those violent video games with your younger brother?

8 Do you _____ the claim that computer games do us more harm than good?

4E Match the opposites.

1	adolescents _____	A	to condemn
2	increase _____	B	non-poisonous
3	to ban _____	C	to discourage
4	to improve _____	D	debatable
5	to glorify _____	E	reduction
6	to promote _____	F	to allow
7	disruptive _____	G	exciting
8	toxic _____	H	obedient
9	undeniable _____	I	to damage
10	commonplace _____	J	the elderly

4F Listen to a talk on how to check online facts. Write down the key pieces of advice given on this topic.

When is a fact not a fact?

1 _____

2 _____

3 _____

4 _____

5 _____

INFO BOX

Debunking a myth

New information becomes available all the time. Sometimes new information disproves older beliefs. Something that has always been accepted as true, for example "You shouldn't swim for an hour after eating", is disproved by new information. The new accepted truth is: "You should avoid heavy exercise directly after eating. Light swimming is fine."

When an older idea is replaced by new understanding, the older idea is often described as a myth.

Replacing the myth with newer, more up-to-date information, is called "debunking a myth".

e.g.

- Old belief, now myth: *You have to drink eight glasses of water a day*.
  Report in the New York Times (2015):
  Prof Aaron Carroll has debunked the eight-glass myth.

- Old belief, now myth: *Coffee dehydrates you*.
  Report online: (Australian health website):
  This myth has finally been debunked. There is no evidence to prove that your morning cuppa will dehydrate you.

4G **Choose one of the topics and write about 150 to 250 words.**

A Write your own response to Bill Berman's opinion piece.
B Write a letter to the editor in which you express your concern over one of the following topics. Choose the title yourself. See the online *How to write* section for writing an opinion piece or a letter to the editor.

- unrecognised real-life heroes
- age limits
- young people and voting
- welfare benefits
- distorting the facts

UNIT 2

Do the right thing

Topic 5

Food waste

Respect for food is a respect for life.
(Thomas Keller, American chef and restaurant owner)

5A **Quiz. Choose the alternative that you think is correct.**

1 How much of their annual income do Finns spend on food?
a) The same amount as Americans, 7 %.
b) The same amount as New Zealanders, 12 %.
c) As much as Indians, 35 %.

2 Every Finn throws away ... of edible food a year.
a) 23 kg b) 10 kg c) 57 kg

3 What percentage of lingonberries and blueberries growing in Finnish woods are collected annually?
a) 45–50 % b) 22–25 % c) 3–10 %

4 What percentage of their food do US retailers (grocery stores and restaurants) dump?
a) 12 % b) 25 % c) 50 %

5 You have enjoyed free school lunches in Finland for quite a few years now. Can you estimate how much of the food in school restaurants is thrown out?
a) up to 75 % b) about 50 % c) less than 20 %

6 Why don't US supermarkets give away excess food to people who need it?
a) They are afraid they will get sued if someone falls ill after eating that food.
b) It would be too expensive to transport the food to food banks.
c) They simply do not have the space to store the food because there is so much new food coming in.

7 What is the problem with the single-serve coffee trend?
a) The packages are very expensive as they sell only fair-trade coffee.
b) There is a lot of waste because of the packaging.
c) The packages are made so that the coffee goes bad very easily.

8 What kind of dangers are there with dumpster diving?
a) You may hurt yourself trying to get the items from huge trash cans.
b) You may get arrested for doing this illegal activity.
c) You may get food poisoning.

STUDY TIP

Using an online monolingual dictionary

Start using English–English online dictionaries. New words appear constantly, and no bilingual dictionary can be modified so fast and often that it could include all the words. When you check a monolingual dictionary, you get the explanation of the word and do not even have to translate it into Finnish.

oxforddictionaries.com, merriam-webster.com, collinsdictionary.com

e.g.

dumpster diving trying to find food (or other stuff that someone could still use) from dumpsters

5B **Watch the video clip twice and after the second viewing, answer the questions.**

1 What does Janna Langman, the new mother-to-be, say about best-before dates?
2 What does the London restaurant owner suggest people do to avoid wasting food?

Personal dictionary

5C **Read text 5. Find the words below in the text and underline them.**

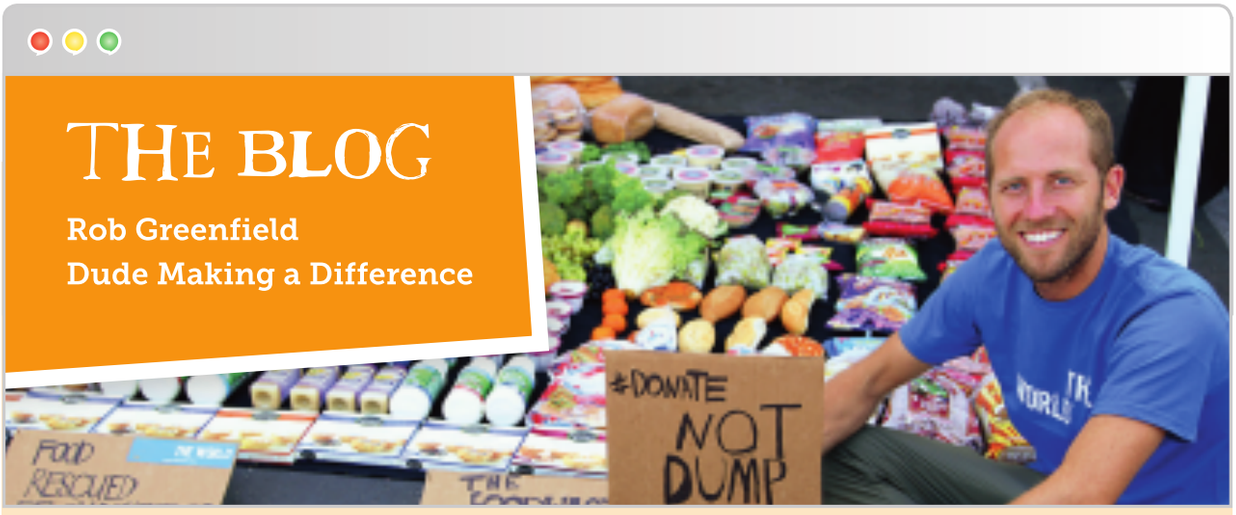
- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 59.
- Choose 3–5 extra words or phrases and mark them, too.
- Try making sentences with some of the words.

1 mission
2 dumpster
3 landfill
4 domestic
5 grocery store
6 demonstration
7 intend
8 host
9 inclined to
10 encourage

Topic 5 Key text

Food fight

Rob Greenfield is on a mission to reduce food waste in America and to feed people in need. He is cycling across the country eating out of dumpsters to inspire Americans to stop throwing away food.



The Food Waste Fiasco: You Have to See It to Believe It

Here are a few tidbits of information to catch you up on the issue of food waste.

- We throw away 165 billion dollars worth of food per year in America. That's more than the budgets for America's national parks, public libraries, federal prisons, veterans' health care, the FBI, and the FDA combined.
- About 50 million of our 317 million Americans are food insecure, yet we produce enough food to feed over 500 million Americans.
- To create the amount of food that ends up in the landfills we waste enough water to meet the domestic water needs of every American citizen.

Even with these mind-blowing statistics you probably still need to see it to believe it. That is where I come in. →

This weekend I arrived in New York City from my second bike ride across America living on food from grocery store dumpsters. For the 1,000 miles and seven weeks of riding from Madison, Wisconsin to New York City you could have spotted me in any of 300 or so dumpsters across America.

I'm not just dining from the dumpster to meet my needs. I'm doing this to inspire America to stop throwing away food. My interactions with whomever I crossed paths with helped them to see the food waste fiasco firsthand, but still I said I would help YOU see it to believe it.

That is where photos from my public demonstrations come into play. In seven cities along the tour I went out dumpster diving, usually just for one night, and set up my find in a public park the next day. Many people were shocked by what I showed them and even more were angry, not at me, but at the waste of our society when millions of Americans are hungry.

I had just a few days at most in each city to pull these fiascos together. Here is what my friend Dane and I managed to scrounge up in Madison, Wisconsin in two days:

I found a volunteer via social media with a vehicle to help in each city since I couldn't carry all of the food on my bicycle.

None of the volunteers had dumpster diving experience and I was completely new to the dumpster scene in each city. In Detroit, Michigan we started diving the morning of the event and the car was filled in 2 hours.

In Cleveland, Ohio we spent seven hours at the dumpsters the night before the event and brought the food to Cleveland Public Square. It was 90 degrees that day so much of the food we found in the dumpsters was spoiled.

In Lancaster, Pennsylvania we had two vehicles and we hit about ten dumpsters between the two teams. This is what we took home in four hours.

Two days later I rolled up in Philadelphia, Pennsylvania at 9:00 PM. I started diving an hour later, collected a pile of stuff and was sound asleep by 1:00 AM.

The food was still very high quality but I never intended to even give it away. I just wanted to show people what we are wasting. But then people started to take the food and that made the mission all the better.

Between all of the demonstrations that I hosted we ended up giving away over $10,000 worth of food and fed well over 500 people. To me that is proof of how good the food is that we are throwing away.

I've learned that I can roll up in nearly any city across America and collect enough food to feed hundreds of people in a matter of one night. The only thing that limited me was the size of the vehicle I had to transport it. My experience shows me that grocery store dumpsters are being filled to the brim with perfectly good food every day, all while children at school are too hungry to concentrate on their studies.

My intentions with these photos are to help you to get an idea of the scale of this issue. Even so, these are just photos. Seeing it in person is a whole different story.

If you feel inclined to help, I encourage you to photograph or video wasted food in supermarket dumpsters you find and spread it on social media using #DonateNotDump. Tweet it at the store and let them know that we are not going to stand for their waste anymore.

I believe that we are at a tipping point for ending food waste and with citizen action we can solve this. The excitement inside me tells me that my generation will drastically reduce food waste in our time.

© Rob Greenfield
http://robgreenfield.tv/FoodWaste/

mission /mɪʃn/

---

reduce /rɪ'dju:s/ vähentää
waste /weɪst/ jäte; tuhlata
***feed, fed, fed** /fi:d, fed, fed/ ruokkia
dumpster /dʌmpstə/

***throw away** /θrəu ə'weɪ/ heittää pois
tidbit of information /tɪdbɪt əv ɪnfə'meɪʃn/ tiedonmurunen
***catch up on** /kætʃ ʌp ɒn/ päästä ajan tasalle, saattaa ajan tasalle
worth of /wɜ:ð əv/ jnk arvosta
budget /bʌdʒɪt/ budjetti
national park /næʃənl pɑ:k/ kansallispuisto
public library /pʌblɪk laɪbrəri/ yleinen kirjasto
federal prison /fedərl prɪzn/ liittovaltion vankila
health care /helθ keə/ terveydenhuolto
the FBI /ðɪ ˌef bi: 'aɪ/ the Federal Bureau of Investigation, Yhdysvaltain liittovaltion poliisi
the FDA /ðɪ ˌef di: 'eɪ/ Food and Drug Administration, USA:ssa ruoka- ja lääkevirasto
food insecure /fu:d ɪnsɪ'kjuə/ ruuanpuutteesta kärsivä, aliravittu
end up /end ʌp/ päätyä
landfill /lændfɪl/

---

domestic /də'mestɪk/

---

water needs /wɔ:tə ni:ds/ veden tarve
mind-blowing /'maɪndˌbləuɪŋ/ tajunnan räjäyttävä
that is where I come in /ðæt ɪz weə(r) aɪ kʌm ɪn/ tässä kohtaa minä astun mukaan peliin
grocery store /grəusərɪ stɔ:/

---

spot /spɒt/ huomata, nähdä; tahra, täplä, näppylä
dine /daɪn/ syödä päivällistä, illallistaa
meet someone's needs /mi:t sʌmwʌnz ni:dz/ täyttää jkn tarpeet
interaction /ˌɪntər'ækʃn/ vuorovaikutus
whomever /ˌhu:m'evə(r)/ kuka tahansa, ketä tahansa
cross paths /krɒs pɑ:θs/ kohdata
firsthand /ˌfɜ:st'hænd/ ensinnä, ensi käden
demonstration /ˌdemən'streɪʃn/

***come into play** /kʌm ɪntu pleɪ/ tulla mukaan kuvaan
dumpster diving /dʌmpstə dɪvɪŋ/ roskisdyykkaus
***set up** /set ʌp/ asettaa, järjestellä
find /faɪnd/ löytö, löydös; löytää
scrounge up /skraundʒ ʌp/ kerätä, tonkia
volunteer /ˌvɒlən'tɪər/ vapaaehtoistyöntekijä; tarjoutua vapaaehtoiseksi
via /vaɪə/ välityksellä, kautta
vehicle /vi:əkl/ ajoneuvo
***be spoiled** /bi: spɔɪld/ olla pilaantunut, hemmoteltu
roll up /rəul ʌp/ tulla paikalle (ajaen), kääriä hihat ylös, kääriä
sound asleep /saund ə'sli:p/ syvässä unessa
intend /ɪn'tend/

---

host /həust/

---

proof /pru:f/ todiste
in a matter of one night /ɪn ə mætə(r) əv wʌn naɪt/ yhdessä yössä
limit /lɪmɪt/ rajoittaa; raja
transport /trænspɔ:t/ kuljettaa; kuljetus
***be filled to the brim** /bi: fɪld tu ðə brɪm/ täyttää ääriään myöten, olla ääriään myöten täynnä
concentrate on /kɒnsəntreɪt ɒn/ keskittyä jhnk
intention /ɪn'tenʃn/ aikomus
scale /skeɪl/ mittakaava, vaakakuppi
inclined to /ɪn'klaɪnd tu/

---

encourage /ɪn'kʌrɪdʒ/

---

donate /dəu'neɪt/ lahjoittaa, antaa hyvätekeväisyyteen
***stand for** /stænd fə(r)/ sietää, suvaita, kestää
tipping point /tɪpɪŋ pɔɪnt/ käännekohta
citizen action /sɪtɪzn ækʃn/ kansalaistoiminta
drastically /dræstɪkli/ voimakkaasti, radikaalisti

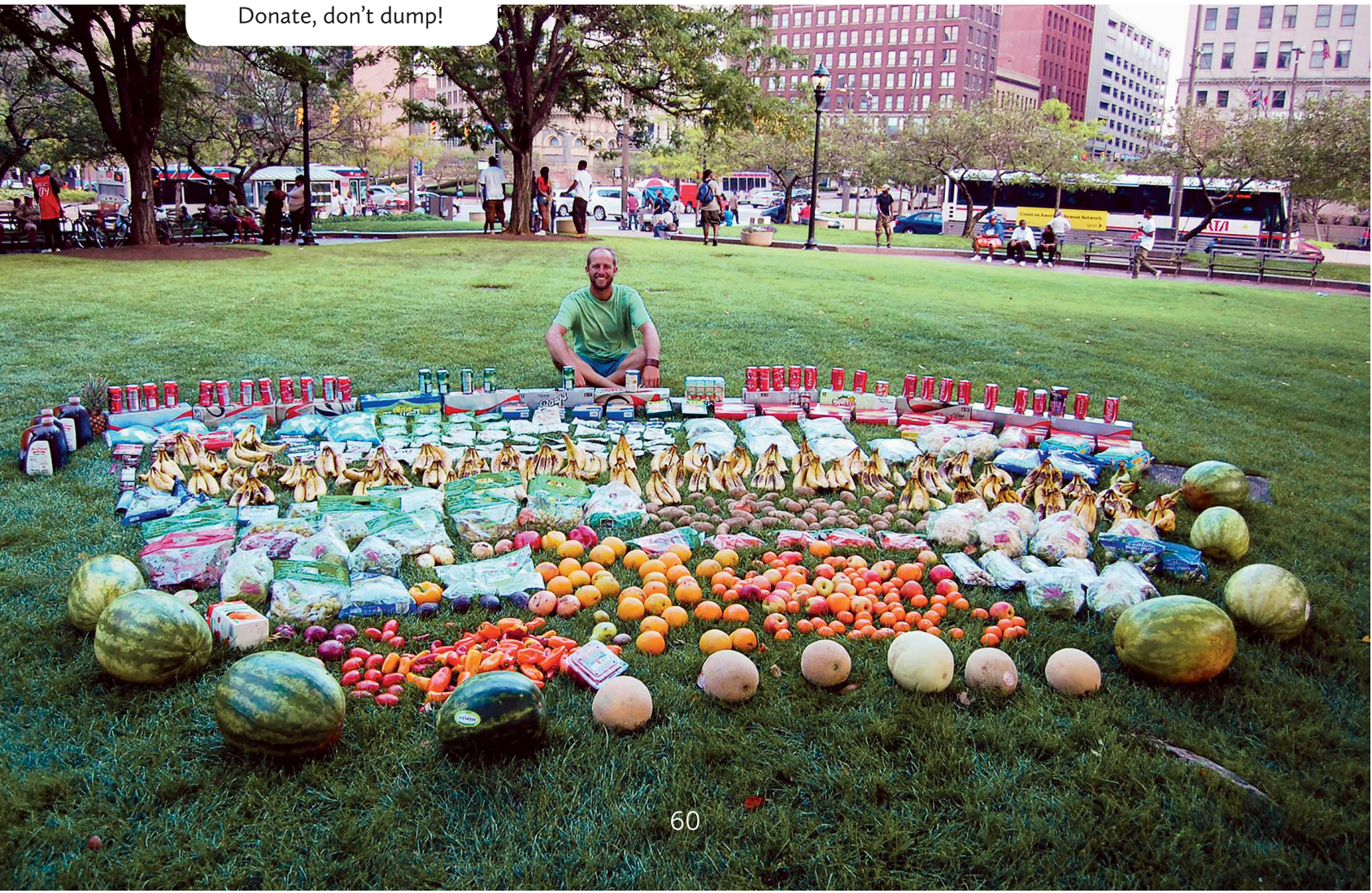
5D Explain how the following figures refer to the text. The first one has been done for you.

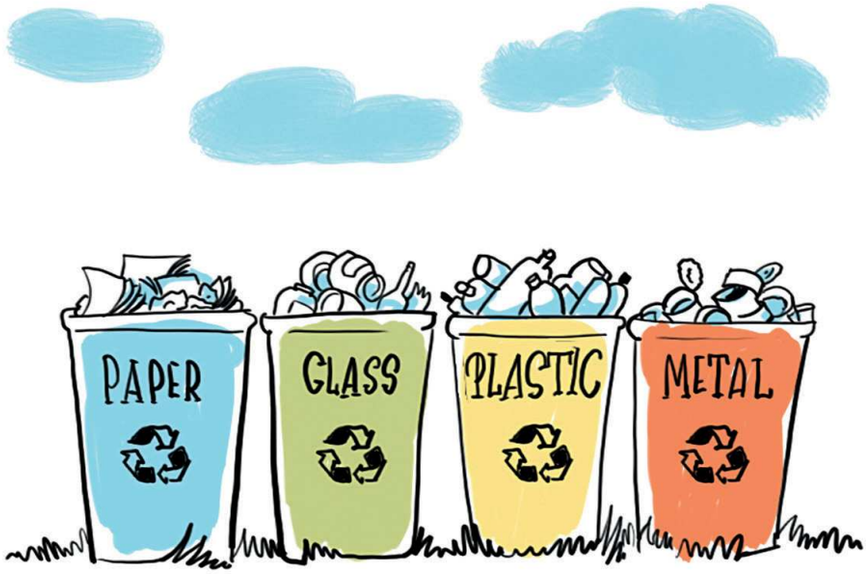
500 million → The US produces enough food to feed over 500 million Americans, even though there are 317 million people living in the country.

1 165 billion
2 50 million
3 300
4 9 PM – 1 AM
5 500

5E Answer the questions in English.

1 What is Rob Greenfield's mission and how is he making it happen?
2 Why is Rob posting pictures of himself, volunteers who helped him, and food?
3 How have people in different cities reacted to Rob's action?
4 What happened to the food Rob collected?
5 What can you and I do if we want to help Rob?





Phrase hunt

5F **Find the following expressions in the text.**

1 pääset ajan tasalle jonkin suhteen _____

2 päätyy kaatopaikoille _____

3 sinun tarvitsee luultavasti nähdä uskoaksesi

_____

4 olisit voinut huomata minut _____

5 sosiaalisen media kautta _____

6 kenelläkään vapaaehtoisista ei ollut kokemusta dyykkauksesta

_____

7 tapahtumaa edeltävänä yönä _____

8 ruoka oli vielä hyvälaatuista

_____

9 ainoa minua rajoittanut asia _____

10 saamaan käsityksen asian laajuudesta

_____

5G In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English. Exercise 5F will help you.

	A	B
1	En pidä tästä leivästä. Missä on roskis? Heitän sen menemään.	**I don't like this sandwich. Where's the bin/trash/garbage? I'm throwing it away/out.**
2	**Oh no, don't do that / throw it away. I'll eat it, OK?**	Voi ei, älä heitä. Minä syön sen, sopiiko?
3	Mitä? Oletko tosissasi? Söisitkö ruuan-tähteeni?	**What? Are you serious? You'd eat my leftovers / leftover food?**
4	**Why not? Do you have any idea how much food is thrown out/away?**	Miksi en? Onko sinulla aavistustakaan, paljonko ruokaa heitetään pois?
5	Mitä tarkoitat? Varmasti niin paljon ruokaa ei päädy kaatopaikoille.	**What do you mean? Surely not that much food ends up in landfills/garbage dumps/rubbish dumps.**
6	**You need to see it to believe it. I have some pictures/photos on my mobile.**	Sinun täytyy nähdä uskoaksesi. Kännykässäni on kuvia.
7	Miten sinä tiedät asiasta näin paljon? Sosiaalisen medianko kautta?	**How do you know so much about this topic? / How are you so well-informed? Is it via/through social media?**
8	**I happened to see an ad/announcement about a food waste event. The food in the photos was very high quality.**	Satuin näkemään ilmoituksen ruoka-hävikkitilaisuudesta. Kuvien ruoka oli todella hyvälaatuista.
9	Joo, luulenkin lukeneeni artikkelin siitä. Mukana oli paljon vapaaehtoisia, eikö ollutkin? Saatoin nähdä sinut mielen-osoituksessa.	**Oh, I think I read an article about it. There were a lot of volunteers, weren't there? I might/may have seen you at the demonstration.**
10	**You're welcome to join me / come with me next time. And you don't need any dumpster diving experience to take part.**	Tervetuloa mukaani ensi kerralla. Eikä sinulla tarvitse olla roskisdyykkaus-kokemusta voidaksesi osallistua.

5H Choose the correct preposition from the box. There is one extra word.

for with in on of from to into

We simply have to stop wrapping our food **1** _____ plastic. More than 5 trillion pieces **2** _____ plastic are floating in our oceans, and it is largely derived **3** _____ products such as food and drink packaging and clothing. The so-called "great Pacific garbage patch" covers an area roughly equivalent **4** _____ Texas. Enough is enough. Opt **5** _____ reusable bags. Insist **6** _____ food that is not packaged to death. Let's do away **7** _____ food in plastic!

5I Dictation. In pairs, decide which one of you is A and B. Cover the other half. Fill in the gaps according to what your partner says.

What we can all do to reduce waste

A writes	B writes
Opt for _____.	Drink _____.
Put a _____ sticker on your letterbox.	Use _____.
_____ and appliances.	Restrict _____.
Buy _____.	Start _____.
Buy _____.	_____ old clothing.

A reads	B reads
Drink tap water.	Opt for reusable bags.
Use rechargeable batteries.	Put a "No Junk Mail" sticker on your letterbox.
Restrict printer usage.	Repair goods and appliances.
Start composting.	Buy in bulk.
Donate old clothing.	Buy refillable products.

(source: www.ewwr.eu, European Week for Waste Reduction)

5J **In pairs, talk about the list in exercise 5I.**

1 Have you or your family done any of the things listed? Which ones?
2 Have you noticed grocery stores, schools or other institutions working actively on reducing waste? Which institutions? How?
3 Can you add anything to the list?

5K **Listen to the interview with a shopkeeper. Answer the questions during the pauses in the second listening.**

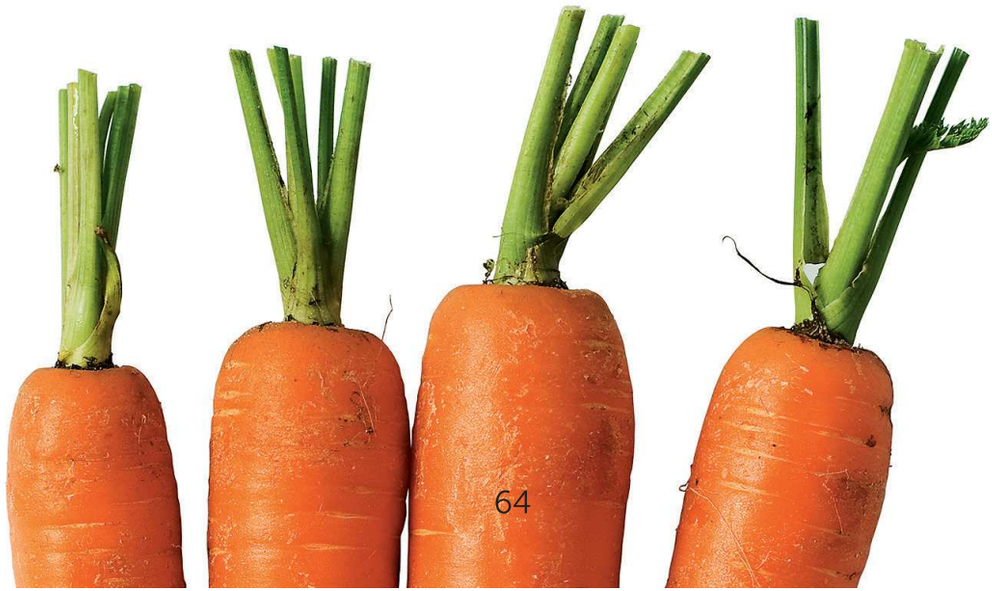
1 Miksi kauppiaan mielestä kauppojen on vaikea taistella ruokahävikkiä vastaan?
2 Miksi kaupat eivät tilaa pienempiä ruokamääriä?
3 Mitä kaupat ovat tehneet ”osta yksi, saat toisen ilmaiseksi”-tarjouksille?
4 Mitä sanotaan hedelmien ja vihannesten ulkonäöstä?
5 Mitä kauppias sanoo ruuan lahjoittamisesta hyväntekeväisyyteen ja roskis-dyykkauksesta?

5L **Choose task A, B or C. Write at least 100 words.**

A Food waste in my family
Go through your kitchen cupboards and fridge at home checking the products' best-before and use-by dates. Is there any food that should be thrown away? Take a picture and write a paragraph about your findings. If all the food is still edible, you can write about how your family manages to avoid food waste so well.

B To avoid food waste at the school cafeteria, plan an ideal school meal or a week's menu. Give reasons for your choices.

C What could the fast food industry do to avoid waste?



Topic 6

Crime and punishment

It was pride that changed angels into devils.

(Saint Augustine, 4th century Christian philosopher)

6A **Some old laws may surprise you! Read the list of laws below and see if you can guess which are true and which are false.**

Strange laws around the world

		True	False
1	In England it is against the law to die in the Houses of Parliament.		
2	Nobody except a qualified electrician may change a light bulb in Victoria, Australia.		
3	Flushing the toilet after 10 pm is illegal in Germany.		
4	In Georgia, US, you have to draw the shades in front of the window before you are allowed to change the clothes on a storefront mannequin.		
5	In South Africa you can be fined for forgetting your wife's birthday.		
6	In Saudi Arabia it is legally forbidden for any woman to drive a car.		
7	In Portugal it's prohibited to pee in the ocean.		
8	In Turin, Italy, dog owners must take their dogs for a walk at least three times a day.		
9	In Argentina you are not permitted to dance the tango without music.		
10	In France it is a crime to name a pig Napoleon.		

6B **Experiences of crime. Have you ever been a victim or a witness of the following crimes? Discuss in groups of four. Describe the situation to your group members first, then exchange your views on the punishment these crimes deserve.**

car break-ins	burglary
joyriders stealing the family car	summer cabin break-ins
reckless driving	stolen outboard motors, chainsaws etc.
cycle theft	shoplifting
pickpocketing	vandalism
mobile phone theft	trespassing
handbag theft	overcharging by shops, taxi drivers etc.
equipment stolen from school	jaywalking

HOW TO

How to describe a series of events

When you describe a sequence of events, for example if you witness an accident or a crime, you should structure your story logically. Use these words to help.

First...	Then...	In the end...
First of all...	After that...	Finally...
To begin with...	So...	
	So, then...	

Personal dictionary

6C **Read text 6. Find the words below in the text and underline them.**

- First, guess the meaning, then look them up in the vocabulary app if necessary and write them down on p. 70.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1	prestigious	5	mockery
2	recover	6	preferential
3	controversial	7	intruder
4	statement	8	prosecutor

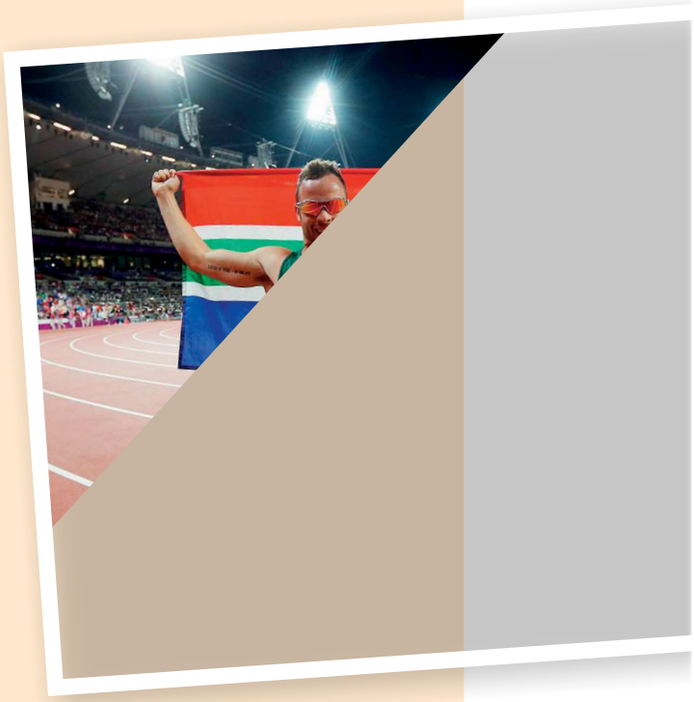
Topic 6 Key text

Oscar Pistorius

A brief biography

Oscar Leonard Carl Pistorius (b 1986)

The South African sprinter Oscar Pistorius was born without a fibula in either leg, and both were amputated below the knee before he was one year old. Undeterred by his handicap, and using prosthetics, Pistorius went on to play able-bodied sports at one of the country's most prestigious private schools, before he injured his knee during a rugby match. Advised to run to help his knee recover, the sixteen-year-old Oscar took to short-distance running like a fish to water. He began using Flex-Foot Cheetahs, lightweight carbon-fibre blades that copied the action of a running cheetah, and started clocking astonishing times. Two years later, aged eighteen, he won a gold medal at the 2004 Athens Paralympics. The press referred to him as the "Blade Runner". In 2012 in London, he took two Paralympic gold medals and one silver, setting world records and smiling for the cameras. That same year, he ran against able-bodied athletes, becoming the first amputee ever to compete in track events at the Olympics.



But his "blades" were controversial. When Pistorius first tried to run against able-bodied athletes, the IAAF said that his artificial limbs gave him an unfair advantage and banned him from competing internationally. He successfully appealed against the ruling, and became the first amputee to win an able-bodied world track medal at the 2011 World Championships in Athletics.

Admired as much for his grit and determination as for his sporting prowess, his motto was: "You're not disabled by the disabilities you have, you are able by the abilities you have."

Saturday 11 June

The Daily Argus

Pistorius: fallen hero

Oscar Pistorius, the South African athlete accused of murdering his girlfriend Reeva Steenkamp on Valentine's Day in 2013, has just been released on parole after serving only 10 months behind bars. He remains under house arrest at his uncle's house in Pretoria. His early parole angered Reeva's mother, June Steenkamp, who said in a statement: "We do not seek to avenge Reeva's death; that will not bring her back to us. However, a person found guilty of a crime must be held accountable for their actions." She referred to the high rate of violent crime in South Africa, saying that an incarceration period of 10 months for taking a life is simply not enough. "Criminals and murderers would hardly see 10 months behind bars as a deterrent, would they? This sort of thing makes a mockery of our legal system."

Prison chief Zach Modise said that Pistorius was being released because he had behaved well in prison, and has successfully completed a number of courses – among them, one on anger management. "His parole is entirely appropriate within our legal system,"

Modise said. He denied claims that Pistorius received preferential treatment in prison.

The high-profile case of Oscar Pistorius, like that of O. J. Simpson before him, was followed by hundreds of thousands of people around the world. The media covered the story in detail: the beautiful young model, the world-class athlete, violence, guns, disability rights, gender equality, an African female judge, and last but not least, the complicated legal difference between manslaughter and murder. From the very beginning, the case hinged on this very important legal point: did Pistorius know that it was his girlfriend behind the locked bathroom door, or did he not?

The facts of the case are well known: Oscar Pistorius, the much-admired Olympian athlete, fatally shot his girlfriend, the model Reeva Steenkamp, in his luxury home in Pretoria in 2013. He was arrested and charged with murder. At the trial, Pistorius claimed that it had all been a terrible mistake. He admitted to firing the fatal shots, but he pleaded innocent to the charge of murder.

When he took the stand, he told a packed court that on the night of the accident he heard an unknown intruder in his house. He felt frightened and vulnerable without his prosthetic legs, and in his panicked state of mind he shot at the "intruder hiding in the bathroom", accidentally killing his girlfriend.

A neighbour, Michelle Burger, testified that she heard screams from a woman on the night of the murder, followed by gunshots and the sound of a man yelling for help. Prosecutors accused Pistorius of having a violent argument with Steenkamp, which resulted in her locking herself in the toilet.

During his testimony, Pistorius broke down in tears. "I was not convinced by this show of emotion," one man, who asked to remain anonymous, said. "There are reports that he had taken acting lessons before his court appearance, but he denied these claims, of course."

His supporters always believed Pistorius to be innocent of murder. "What people outside South Africa don't understand," said law student Adam Stultz, "is that this is a violent society. Burglars here don't just steal your TV and politely leave your house. They carry guns and knives, and they use them. Innocent citizens think they cannot depend on the police to protect them, and they buy guns to protect themselves. When you wake up in the middle of the night suspecting an intruder in your house, your first reaction is not to call the police. Your first reaction is to protect yourself with your gun."

The presiding judge, Thokozile Masipa, acquitted Pistorius of murder, but found him guilty of manslaughter, sentencing him to five years in prison. At the time, her decision was seen as fair by some, and "a sad miscarriage of justice" by others.

fibula /fɪbjulə/ pohjeluu
amputated /æmpjuteɪtɪd/ amputoitu
undeterred by his handicap /ʌndɪ'tɜːd baɪ hɪz hændikæp/ antamatta vamman lannistaa itseään
handicap /hændɪkæp/ vamma
prosthetics /prɒs'θetɪks/ proteesi, tekojäsen
able-bodied /ˌeɪbl'bɒdɪd/ terve, työkykyinen
prestigious /pres'tɪdʒəs/

---

injure /ɪndʒə/ loukata, vahingoittaa
recover /rɪ'kʌvə/

***take to something like a fish to water** /teɪk tə sʌmθɪŋ laɪk ə fɪʃ tə wɔːtə(r)/ olla kuin kala vedessä, luontua kuin itsestään
carbon-fibre /kɑːbən faɪbə/ hiilikuitu
blade /bleɪd/ terä, lapa
cheetah /tʃiːtə/ gepardi
astonishing /ə'stɒnɪʃɪŋ/ hämmästyttävä
Paralympics /ˌpærə'lɪmpɪks/ paralympialaiset
refer to /rɪ'fɜː tə/ viitata
***set a record** /set ə rekɔːd/ tehdä ennätys
compete /kəm'piːt/ kilpailla
track event /træk ɪ'vent/ yleisurheilutapahtuma
controversial /ˌkɒntrə'vɜːʃl/

---

artificial /ˌɑːtɪ'fɪʃl/ keinotekoinen
limb /lɪm/ raaja
advantage /əd'vɑːntɪdʒ, əd'væntɪdʒ/ etu
ban /bæn/ kieltää; kielto
appeal /ə'piːl/ vedota; haaste, vetoomus
ruling /ruːlɪŋ/ käsky
grit /grɪt/ sisukkuus
determination /dɪˌtɜːmɪ'neɪʃn/ päättäväisyys
prowess /prauɪs/ taitavuus
disabled /dɪz'eɪbld/ vammainen
able /eɪbl/ kykenevä, pystyvä
athlete /æθliːt/ yleisurheilija, urheilija
accused of /ə'kjuːzd əv/ syytetty jostakin
release /rɪ'liːs/ vapauttaa
parole /pə'rəul/ ehdonalainen vapaus
house arrest /haus ə'rest/ kotiaresti
statement /steɪtmənt/

---

avenge /ə'vendʒ/ kostaa
***hold accountable for** /həuld ə'kauntəbl fɔː/ pitää jtak vastuussa jstkn
incarceration /ɪnˌkɑːsə'reɪʃn/ vangitseminen
deterrent /dɪ'terənt/ pelote
mockery /mɒkəri/

---

anger management /æŋgə mænɪdʒmənt/ vihanhallinta
entirely /ɪn'taɪəli/ täysin, kokonaan
appropriate /ə'prəupriət/ asiaankuuluva, sopiva
deny /dɪ'naɪ/ kieltää
claim /kleɪm/ väite; väittää
preferential /ˌprefə'renʃl/

---

treatment /triːtmənt/ kohtelu
high-profile /ˌhaɪ'prəufaɪl/ kuuluisa
cover /kʌvə/ käsitellä; päällys, kansi
in detail /ɪn diːteɪl/ yksityiskohtaisesti
world-class /ˌwɜːld'klɑːs/ maailmanluokan
disability rights /ˌdɪsə'bɪləti raɪts/ vammaisoikeudet
gender equality /dʒendə ɪ'kwɒlɪti/ sukupuolten välinen tasa-arvo
judge /dʒʌdʒ/ tuomari; tuomita
complicated /kɒmplɪkeɪtɪd/ monimutkainen, sekava
manslaughter /mænslɔːtə/ tappo, kuoleman-tuottamus
hinge /hɪndʒ/ riippua, olla jonkun varassa; sarana
fatally /feɪtəli/ kuolettavasti
arrest /ə'rest/ pidättää
charge with murder /tʃɑːdʒ wɪð mɜːdə/ syyttää murhasta
trial /traɪəl/ oikeudenkäynti
admit to /əd'mɪt tə/ tunnustaa
plead innocent /pliːd ɪnəsənt/ vedota syyttömyyteen
take the stand /teɪk ðə stænd/ todistaa
packed /pækt/ täpötäysi
court /kɔːt/ oikeussali; tuomioistuin

intruder /ɪn'truːdə/

---

frightened /fraɪtənd/ peloissaan
vulnerable /vʌlnərəbl/ haavoittuvainen
state of mind /steɪt əv maɪnd/ mielentila
testify /testɪfaɪ/ todistaa
prosecutor /prɒsɪkjuːtə/

---

result in /rɪ'zʌlt ɪn/ aiheuttaa, johtaa
testimony /testɪməni/ todistus, todistajanlausunto

convince /kən'vɪns/ vakuuttaa
anonymous /ə'nɒnɪməs/ tuntematon
appearance /ə'pɪərəns/ esiintyminen; saapuminen
burglar /bɜːglə/ murtovaras
suspect /sə'spekt/ epäillä; epäilty
presiding judge /prɪ'saɪdɪŋ dʒʌdʒ/ ratkaiseva tuomari
acquit /ə'kwɪt/ vapauttaa syytteestä
sentence /sentens/ tuomita; rangaistus, virke, lause
miscarriage of justice /ˌmɪs'kærɪdʒ əv dʒʌstɪs/ oikeusmurha

6D Choose the alternative that is in keeping with the text.

Biography

1 Oscar Pistorius participated in sports against able-bodied students because
a) he was determined and enthusiastic despite his handicap.
b) he was embarrassed by his handicap.

2 What is true about Oscar Pistorius when he was at school?
a) He was naturally very good at sprinting.
b) He injured his knee while running, and took up rugby to help him recover.

3 He used Flex-Foot Cheetahs, carbon-fibre blades, which copy the action of
a) a running monkey.
b) the fastest animal in the world.

4 Partly because of the blades, Oscar
a) was banned from competing internationally for good.
b) managed to win a medal at the World Championships in Athletics.

Fallen hero

(lines 30–59)

5 Why did Oscar Pistorius receive an early parole?
a) Because they didn't want him mixing with other prisoners.
b) Because he behaved well in prison.

6 Oscar
a) might have had better treatment in prison than other prisoners.
b) failed a course in anger management.

→

(lines 60–70)

7 Why does the text mention 'gender equality' in the case?
   a) The judge was African, and female.
   b) Reeva was a model, and Oscar a world-class athlete.

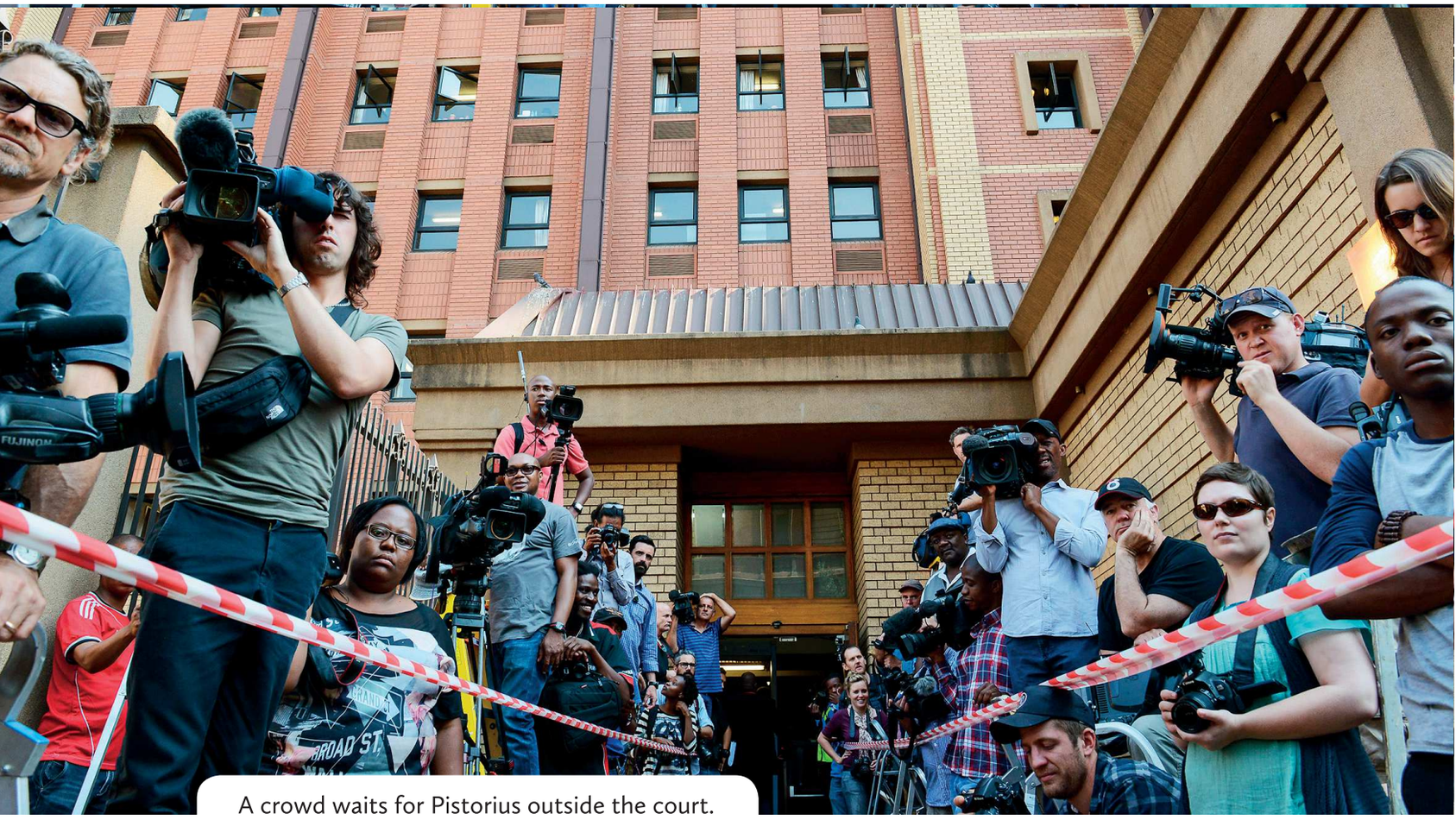
(lines 80–90)

8 Before the shooting, Oscar said he
   a) had a fight with his girlfriend.
   b) heard somebody moving in his house.

(lines 90–120)

9 According to the prosecutors, why did Reeva Steenkamp lock herself in the toilet?
   a) She was afraid of Oscar.
   b) She was afraid of the intruder in the house.

10 Oscar's supporters believe in his innocence because
   a) he had taken acting lessons before the court appearance.
   b) they know that in South Africa violent intruders are a real danger, so they believe Oscar when he says he felt his life was in danger.



A crowd waits for Pistorius outside the court.

6E Answer the questions in English.

1 Apart from the medals he won, name two examples from his biography that show that Oscar Pistorius had a focused, determined character.
2 Do you think the initial decision by the IAAF, forbidding Pistorius to run against able-bodied athletes, was fair? Give a reason for your answer.

• • •

3 Why was Reeva Steenkamp's mother upset about Pistorius's parole? Give two reasons.
4 Why do you think Pistorius mentioned his prosthetic legs in his defence in court?
5 Do you think his disability, or his fame, influenced the judgement?
6 Read the law student Adam Stultz's comments again. Does his observation make Pistorius's actions seem more acceptable to you?

Phrase hunt

6F Find the following expressions in the text.

1 lehdistö viittasi häneen _____
2 vetosi päätöstä vastaan _____
3 on päästetty ehdonalaiseen vapauteen
_____
4 oltuaan vain 10 kk kaltereiden takana
_____
5 suuri määrä väkivaltarikollisuutta _____
6 satojatuhansia ihmisiä _____
7 syytetty murhasta _____
8 vedota syyttömyyteen _____
9 todistuksen aikana _____
10 vapautti murhasyytteestä _____
11 todeta syylliseksi taposta _____
12 tuomiten hänet viideksi vuodeksi vankilaan
_____

6G Fill in the gaps with the help of the Finnish clues. All the expressions are from exercise 6F.

In the 1930s, Chicago was notorious for the **1** _____ (suuri määrä rikollisuutta) on the streets of the city. The leader of the mafia at that time was Al Capone, also known as "Scarface". Everybody knew that he was behind the deaths of hundreds of people, but the police never had any evidence linking him to the deaths. He did appear in court several times, but he never had **2** _____ (vedota syyttömyyteen), since he was never actually accused of murder. He was once **3** _____ (syytetty) carrying a concealed weapon, which was odd, since it was well known that he did not carry weapons. Instead, he had two bodyguards who accompanied him everywhere. He made donations to various charities and many people saw him as a modern-day Robin Hood.

Eventually, Al Capone was **4** _____ (todettiin syylliseksi) tax evasion of all things, and **5** _____ (hänet tuomittiin 11 vuodeksi vankilaan). His team of lawyers **6** _____ _____ (vedota päätöstä vastaan), but Al Capone finally had to go to jail. Bail was denied, but he was **7** _____ (päästää ehdonalaiseen vapauteen) after his sentence was reduced to six and a half years for good behaviour in prison.

6H Choose the correct preposition.

An informal code of conduct for criminal lawyers

1 Make sure that you study **at** / **under** / **with** a good university. You will need all the tricks in the book.
2 Everyone is accountable **in** / **after** / **for** their own actions, but perhaps not always.
3 Accept that you will never be admired **with** / **for** / **at** defending criminals.
4 You will often be referred to **for** / **as** / **with** a crook yourself, no matter how honest you are.
5 Try not to get banned **for** / **to** / **from** any place, since you never know where you will pick **after** / – / **up** some clients.
6 Never argue **over** / **on** / **against** yourself – you may lose.
7 Never admit **to** / **about** / **in** making any mistakes or you may be sued **over** / **by** / **of** the other party.
8 Always make sure exactly what your client is being accused **with** / **of** / **in**.
9 Do a course **with** / **on** / **for** anger management, since you want to avoid having arguments with your client.
10 Never break **in** / – / **down** in tears when you lose a case. Criminal lawyers don't cry.

I want to break free!

61 Listen to four examples of dumb crimes. Fill in the table while you listen. Which four crimes are mentioned? Choose from the list below.

Dumb and dumber: the world's worst criminals

We seem to be endlessly fascinated by crime and the people who commit it. So much of our fiction, television, and cinema is about crime. Who did it – and how? And about the detectives that track them down. Sometimes villains outsmart the police; more often they get caught. In real life, however, there are some criminals who are so hopelessly incompetent that very little detective work is needed.

breaking and entering forgery theft arson robbery vandalism murder

Crime number:	1	2	3	4
What crime was committed?				
What did they do that was stupid?				

6J **Match the idiom with its meaning. Then choose the correct idiom to complete the sentences below. Three of the idioms are from the listening exercise 6I.**

1 to shoot yourself in the foot _____

2 to sleep on the job _____

3 to smell a rat _____

4 to get away with murder _____

5 to be on the case _____

A to deal with a task or a problem
B to realise that something is wrong
C when someone does something bad, and is not punished
D to do something unintentional that spoils things for you
E not to do the work you should be doing

• • •

6 He _____ when he told the court that he took acting lessons before giving his testimony.

7 The minute I walked through the door, I _____. Sure enough, I'd been burgled.

8 Why have you not updated these files by the deadline? Have you been _____, or what?

9 We need some solid evidence! Don't worry, I'm _____. I've been following him for months.

10 When she was young, her parents let her _____. She did wild and foolish things then, and she does wild and foolish things now.

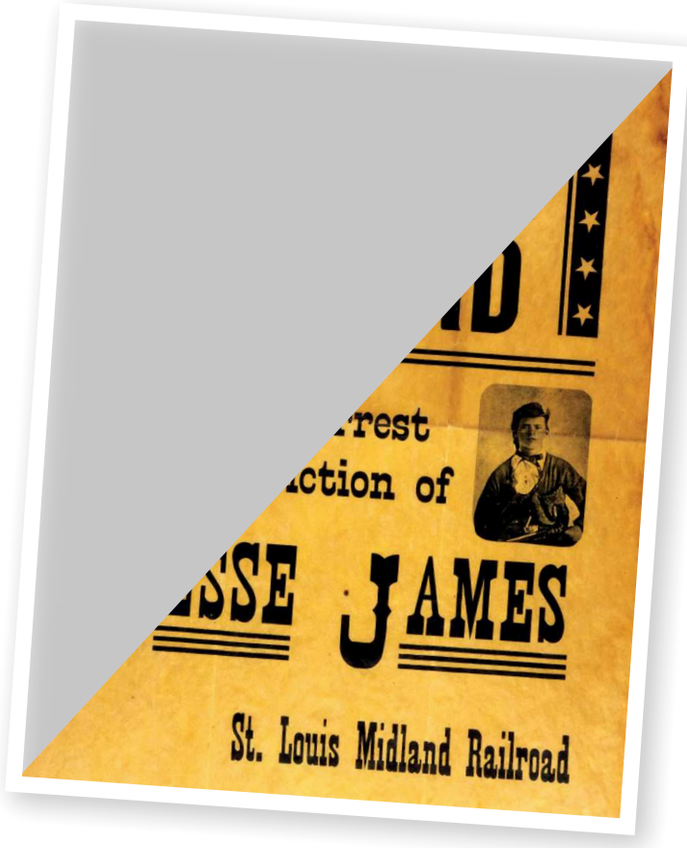
6K The stories of the following historical criminals have been told many times. Do you know who they are? Choose one and find more information about him or her online. You can also research a more recent crime.

Infamous criminals from the past

Robin Hood
Ned Kelly
Ma Baker
Al Capone
Bonnie and Clyde
Butch Cassidy and the Sundance Kid
Jesse James

In small groups, talk or write about your findings. Try to use the crime vocabulary in previous exercises. Focus on the following points:

- early background
- type of crime committed
- interesting or unusual facts
- final outcome
- similarities to other criminals



$500 then would be about $500,000 today.

6L **Work in groups of four. Have three-minute debates on the following topics. In debates these topics are called motions.**

1 Form groups of four.
- Decide which two students will argue for the motion, and which two will argue against.
- Your personal opinion is not important in a debate, since you have to argue the motion.

2 Make notes (5 mins)
- One pair writes down arguments for the motion.
- One pair writes down arguments against it.
- Each pair works together.

3 Three-minute debate
- Take turns presenting your arguments.
- Use your notes to help you, but you do not need to stick to them.

Follow this order:
Student 1 speaks for the motion.
Student 2 speaks against the motion (and can answer points raised by student 1).
Student 3 speaks for the motion (and can answer points raised by student 2).
Student 4 speaks against the motion (and can answer points raised by student 3).

Motions

1 Criminals are unlucky, not evil.
2 A life sentence should mean life. Prisoners should not be eligible for parole.
3 The main purpose of prison should be to rehabilitate people so they can join society again.
4 In extreme cases, the death penalty is appropriate.
5 Solitary confinement is a violation of a prisoner's human rights. It should never be allowed.
6 The victim, or the family of the victim, should be consulted about the sentence of the accused.
7 All matters related to a court case should be televised.

6M **Write an argumentative essay on one of the topics in exercise 6L. Write about 150 to 250 words. See the online *How to write* section for help.**

Topic 7

Pronunciation

That old law about 'an eye for an eye' leaves everybody blind.
(Martin Luther King, Jr., civil rights activist)

Legal English

Because legal English uses many Latin and French words, it is not easy to understand – even for native speakers. Spelling and pronunciation are also tricky. Luckily, the same words and phrases tend to come up on TV shows, movies and books so they do not take long to learn.

Word stress

7A **When the same basic word is used as a verb or noun the stress may move. Work in pairs. Take turns reading the word pairs out loud. Underline the syllable which is stressed. For some words the stress does not change. Then listen to the words being read.**

e.g. accuse (stress on 2nd syllable) – accusation (stress on 3rd syllable).

1 prosecute – prosecution
2 defend – defendant
3 suspect (verb) – suspect (noun)
4 legislate – legislation
5 interrogate – interrogation
6 regulate – regulation
7 judge – judgement
8 testify – testimony
9 neglect – negligence
10 allege – allegation

7B

Underline the letters that are silent in the following words. Then listen to the words being read. Take turns translating the words. Use your vocabulary app if you need to.

1 condemn
2 indict
3 guilt
4 conscience
5 psychiatric report
6 reasonable doubt
7 prohibition
8 heir
9 exhibit
10 manslaughter

7C

Listen to the words. Check that you know the meaning of the words in Finnish. Use your vocabulary app if you need to. Take turns reading the sentences aloud.

accomplice	alibi	assault	burglar	attorney	juvenile delinquent
fraud	perjury	acquit	solicitor	parole	verdict

1 It took the jury eight hours to reach a _____.
2 Couples getting divorced are not allowed to use the same _____.
3 To avoid credit card _____, you should change your password regularly.
4 The bank robber escaped but his _____ was caught.
5 The evidence was so weak the jury had to _____ the defendant.
6 She has a/an _____ for the day of the robbery – her mother.
7 After the attack two men appeared in court charged with _____.
8 In 2013 a/an _____ was arrested inside Buckingham Palace.
9 If you have no money to hire a/an _____, you can apply for legal aid.
10 The witness who committed _____ was sent to prison.
11 She was sentenced to life in prison without _____.
12 50 Cent was a _____ before becoming a famous rapper.

7D **Comedy sketch. Listen to the dialogue. List at least three feelings the client has during the conversation.**

1 _____

2 _____

3 _____

7E **Watch an episode of a detective or crime series on TV or online. Which programme did you watch? Choose task A or B.**

A Write down words that deal with law or crime while you are watching the episode.
B Write down parts of a dialogue between two people or sentences containing "legalise" (law language).

In class, compare your words, dialogue or sentences.
Did you write down similar words?

Topic 8

Read on

Tolerance is giving to every other human being every right that you claim for yourself.
(Robert Green Ingersoll, American politician)

8A You are going to hear the story of Malala Yousafzai, a Pakistani activist for female education. Before listening, study the following words.

Shot for going to school

to cow pelotella, pitää pelon vallassa
interpretation tulkinta
to flag down viittoa pysähtymään
militant taistelija
rehabilitation kuntouttaminen
safeguard suojata, turvata
tenacity sitkeys, sinnikkyys

Listen to the story and take notes on the following items. In pairs, share the information you wrote down.

Sometimes one person can make a difference. One such person is Malala Yousafzai from Pakistan. When the Taliban announced that girls could no longer go to school, teenage Malala refused to be cowed. She spoke out about her right to education – both on radio and TV. And despite the death-threats that followed, she continued to attend school. Kevin O'Donnell takes up the story.

1 The Swat Valley
2 The Taliban
3 2008
4 The school bus
5 UK emergency unit
6 The UN youth assembly
7 60 million children

Topic 8

The Absolutist

***The Absolutist* is a novel by the Irish writer John Boyne. It is set during the First World War and tells the story of an English 17-year-old, Tristan Sadler, who goes to fight against the Germans.**

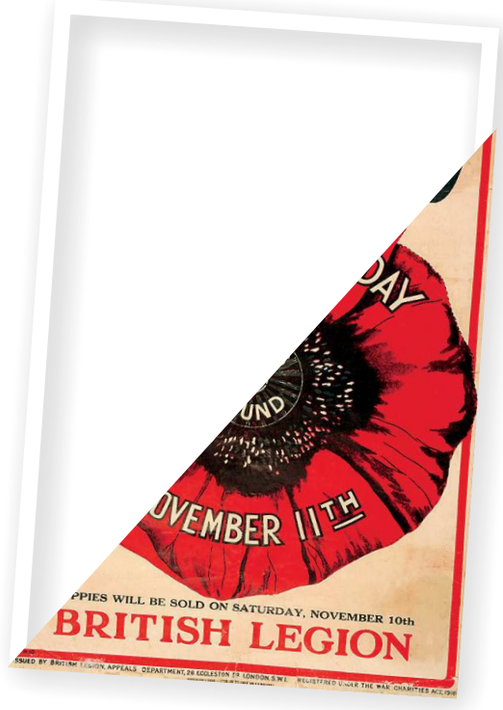
Tristan's father threw him out of his home at the age of sixteen for kissing another boy at school. Now, a year later, Tristan returns to the butcher's shop where his father works to tell him that he has joined the army and is going to France to fight. On the way there he meets an old neighbour who tells him his sister has died of cancer. This news comes as a terrible shock to Tristan. His family didn't even tell him his sister was ill.

There were no customers in the shop and no one behind the counter. By rights, my stomach should have been turning somersaults by now but instead I felt nothing. A sense of release, perhaps, if that even. I recognised the smells immediately, the sour mix of meat and blood and disinfectant, which took me right back to my childhood.

On a countertop, far away from the reach of customers, I could see his fine range of boning knives and slicers, but I turned away from them in case they should give me ideas.

"With you in a minute, sir," he said, barely glancing in my direction as he pulled the glass cover off the display case before him and settled the tray in an empty spot. He hesitated for the briefest of moments, the tray hovering in the air, and then he closed the cover once again, looked up and steadied himself, swallowing, and to his credit appeared to be at a loss for words.

We looked at each other. I examined his face for signs of remorse, for anything that might indicate shame, and for a second I thought I could see it there. But just as quickly it vanished, and was replaced by a cold stare, a look of disgust, and an attitude of repugnance that a creature like me could have been spawned from his body.



Marching off to war: 1916.

"I leave tomorrow," I told him. "I have nine weeks of training at Aldershot. And then I go. I thought you'd want to know."

"I assumed you were already over there," he replied, picking up a bloodstained cloth from the counter and rubbing his hands in it. "Or did you not want to go?"

"I wasn't eligible for a long time on account of my age," I said, recognising the slight.

"How old are you now, then?"

"Seventeen," I said. "I lied. Told them I was eighteen and they let me in."

He considered this and nodded. "Well, I'm not sure why you thought I'd be interested but I suppose it's worth knowing," he said. "So unless you're after a bit of mince or—"

"Why didn't you tell me?" I asked him, trying hard to keep my voice steady.

"Tell you?" he said, frowning. "Tell you what?"

"She was my sister, for pity's sake."

He had the decency to look away, to stare down at the joints of meat that were spread out before him and not answer me immediately. I saw him swallow again, consider an answer, turn to look at me with just a hint of regret on his face and then, perhaps sensing it himself, run a bloodied hand across his eyes and cheeks and shake his head.

→

"It had nothing to do with you," he said. "It was family business."
"She was my sister," I repeated, feeling the tears start to form now.
"It was family business."

We said nothing for a few moments. A woman slowed down as she approached the front window, examined some of the meat on display, then looked up, appeared to change her mind and carried on walking.

• • •

"You could have written to me," I said. "You could have found me and told me. How long was she ill?"
"A few months."
"Was she in pain?"
"Yes. A great deal."
"Jesus Christ," I said, bending over slightly, an aching pain at the pit of my stomach.

"For God's sake, Tristan," he said, coming around from behind the counter now and standing before me; it was all that I could do not to take a step back from him in disgust. "You couldn't have done anything to help her. It was just one of those things. It spread through her body like wildfire."

"I would have wanted to see her," I said. "I'm her brother."
"Not really," he said in a casual tone. "You were once, I suppose. I'll give you that. But that was all a long time ago. I think she'd pretty much forgotten you by the end."

To my surprise, he put an arm around my shoulder then and I thought he was going to embrace me, but instead he turned me around and walked with me slowly towards the door.

"The truth is, Tristan," he said as he guided me back out on to the street, "you weren't her brother any more than you are my son. This isn't your family. You have no business here, not any more. It would be best for all of us if the Germans shoot you dead on sight."

He closed the door in my face then and turned away. I watched him as he hesitated for a moment in front of the display case, examining the various cuts of meat, counting them off in his head, before disappearing back into the cold room and out of my life forever.

© *From* The Absolutist *by John Boyne.*
Published by Doubleday. Reprinted by permission of the Random House Group Limited.

absolutist /absəluːtɪst/ henkilö, joka kieltäytyy kaikesta sotapalvelusta (niin asevoimissa kuin siviilipalveluksessa)
novel /nɒvl/ romaani
***set, set set** /set, set, set/ sijoittua
return /rɪ'tɜːn(r)/ palata
butcher /butʃə(r)/ lihakauppias, teurastaja
cancer /kænsə(r)/ syöpä
customer /kʌstəmər(r)/ asiakas
counter /kauntə(r)/ myyntipöytä, tiski
by rights /baɪ raɪts/ itse asiassa, oikeastaan
somersault /sʌməsɔːlt/ kuperkeikka
release /rɪ'liːs/ helpotus, vapautus, luovutus, julkaiseminen; vapauttaa, päästää irti, julkaista
recognise /rekəgnaɪz/ tunnistaa
immediately /ɪ'miːdɪətli/ välittömästi, heti
sour /sauə/ hapan, nyrpeä, katkera; hapantua
disinfectant /ˌdɪsɪn'fektənt/ desinfiointiaine
range /reɪndʒ/ valikoima, joukko
boning knife /bəunɪŋ naɪf/ lihanleikkuuveitsi
slicer /slaɪsə/ leikkuri
in case /ɪn keɪs/ siltä varalta, että
barely /beəli/ tuskin
glance /glɑːns, glæns/ vilkaista
direction /dɪ'rekʃn/ suunta
display case /dɪ'spleɪ keɪs/ vitriini
settle /setl/ sijoittaa, asettua, sopia
tray /treɪ/ tarjotin
hesitate /hezɪteɪt/ viivytellä, empiä
brief /briːf/ lyhyt
hover /hʌvə/ leijua, epäröidä
steady /stedɪ/ tukea, tasapainottaa; vakaa
swallow /swɒləu/ nielaista, niellä; nielaisu
to one's credit /tu wanz kredɪt/ olla jollekin kunniaksi
at a loss for words /æt ə lɒs fə wɜːdz/ olla löytämättä sanoja, sanaton
examine /ɪg'zæmɪn/ tutkia
remorse /rɪ'mɔːs/ katumus
indicate /ɪndɪkeɪt/ osoittaa, ilmaista, olla merkkinä
shame /ʃeɪm/ häpeä; häpäistä
vanish /vænɪʃ/ kadota
replace /rɪ'pleɪs/ korvata, syrjäyttää
disgust /dɪs'gʌst/ vastenmielisyys, inho
repugnance /rɪ'pʌgnəns/ vastenmielisyys, inho
creature /kriːtʃə/ olio, otus, olento
spawn /spɔːn/ poikia, saada aikaan, kutea
assume /ə'sjuːm, ə'suːm/ olettaa
cloth /klɒθ/ kangas, vaate
eligible /elɪdʒəbl/ sovelias, sopiva, kelvokas
on account of /ɒn ə'kaunt əv/ vuoksi, takia, johdosta
slight /slaɪt/ halveksunta, loukkaus
consider /kən'sɪdə/ harkita, ottaa huomioon
worth doing something /wɜːθ duːɪŋ sʌmθɪŋ/ jonkin arvoinen, kannattaa tehdä
mince /mɪns/ jauheliha
frown /fraun/ rypistää otsaansa, kurtistaa kulmiaan, paheksua; otsan rypistys, kulmien kurtistus
for pity's sake /fə pɪtis seɪk/ taivaan nimessä
decency /diːsənsɪ/ säädyllisyys, soveliaisuus
joint /dʒɔɪnt/ paistipala, nivel, liitoskohta
hint /hɪnt/ aavistus, hitunen, vihje, vinkki
regret /rɪ'gret/ katumus; katua
family business /fæmɪli bɪznɪz/ perheasia, perheyritys
approach /ə'prəutʃ/ lähestyä, pyytää, ehdottaa; lähestyminen, asenne
on display /ɒn dɪ'spleɪ/ esillä
***bend over** /bend əuvə/ kumartua
aching /eɪkɪŋ/ kipeä
at the pit of the stomach /æt ðə pɪt əv ðə stʌmək/ vatsanpohjassa
wildfire /waɪldfaɪə/ metsäpalo, kulovalkea
casual /kæʒuəl/ ohimennen lausuttu, välinpitämätön, epämuodollinen, huoleton
suppose /sə'pəuz/ olettaa, arvella
to my surprise /tu maɪ sə'praɪz/ yllätykseksi
embrace /ɪm'breɪs/ syleillä, halata
instead /ɪn'sted/ sen sijaan, sijasta
on sight /ɒn saɪt/ suoralta kädeltä, heti paikalla
cut of meat /kʌt əv miːt/ lihanpala
cold room /kəuld ruːm/ kylmähuone

8B Answer the questions in English.

1 What is the relationship between the two main characters like?
2 Why is the father treating Tristan the way he does?
3 What parts in the extract show that Tristan's father hides some of his feelings towards his son?
4 Why hadn't the father told Tristan about his sister's illness?
5 What kinds of feelings does the ending of this extract evoke in you?
6 The story takes place during the First World War in Britain. In your opinion, would the situation between Tristan and his father be different in the 21st century? Why / Why not?

8C Match the words that are similar in meaning and translate them into Finnish. Then make sentences in English using at least four of the words.

				Finnish
1	remorse _____	A	suitable	_____
2	shame _____	B	repugnance	_____
3	disgust _____	C	regret	_____
4	embrace _____	D	disappear	_____
5	eligible _____	E	embarrassment	_____
6	vanish _____	F	hug	_____

8D Complete the sentences with the following words and phrases that appear in the text.

by rights	instead	in case	to my surprise
on account of	worth	on sight	on display

1 He decided not to take his expensive camera on holiday with him _____ he got robbed.

2 When the Chinese president came to Washington, there were a lot of Chinese flags _____.

3 Is it _____ visiting the UN headquarters while I'm in New York?

4 She was eight years old and working in a sweatshop. She should, _____, have been in school.

5 He says shops should stop throwing away food. It should be given to poor people _____.

6 I'd seen the politician on TV, so when I saw her in Tykkimäki, I recognised her _____.

7 The prime minister had to cancel his speech _____ a leg injury.

8 _____ the burglar hadn't taken any money or jewellery – only sausages from the fridge.

The United Nations headquarters in New York.

8E Throughout time different groups of people have aspired to change society and promote basic human rights for everyone. Can you match the activist groups with their objective and the time period they were active in? The first one has been done for you. Go online for help.

in the late 1700s and early 1800s	in the late 1800s and early 1900s
in the 1930s	in the 1950s and 1960s
in the 1960s and early 1970s	in the late 20th century – present day

	Activist group		**Objective**
1	The LGBT Rights Movement _____	A	protested against the Vietnam War
2	The Civil Rights Movement _____	B	fought for the women's right to vote
3	The Anti-War Movement _____	C	worked to end slavery
4	Suffragettes _____	D	aimed to end the British rule in India peacefully and make social changes
5	Abolitionists _____	E	advocates gay and lesbian rights
6	Non-violent civil disobedience _____	F	strove to end racial segregation, and discrimination in the USA

Time period

1 LGBT Rights Movement, in the late 20th century - present day

2 _____

3 _____

4 _____

5 _____

6 _____

abolitionist orjuuden vastustaja
suffragette naisten äänioikeutta vaatinut nainen 1900-luvun alun Britanniassa
civil disobedience kansalaistottelemattomuus
civil rights kansalaisoikeudet
LGBT (lesbian, gay, bisexual and transgender) LHBT (lesbo, homo, biseksuaali ja transsukupuolinen)

HOW TO

How to say dates

Centuries

1801–1900	in the eighteen hundreds	or	in the nineteenth century
1801–1830	in the early eighteen hundreds	or	in the early nineteenth century
1830–1870	in the mid eighteen hundreds	or	in the mid nineteenth century
1870–1899	in the late eighteen hundreds	or	in the late nineteenth century

Decades

1960s	in the nineteen sixties
1960–63	in the early nineteen sixties
1964–66	in the mid nineteen sixties
1967–69	in the late nineteen sixties

Years

1903	nineteen oh three		
1974	nineteen seventy-four		
2016	two thousand and sixteen (UK) two thousand sixteen (US)	or	twenty sixteen

The 21st century

There has been a lot of discussion about how to describe the early decades of this century. Here are some accepted ways of doing it.

2000–10	the noughties (UK)	or	the two thousands
2010–20	the twenty tens		

8F **Write a profile of a human rights activist. Here are examples of some world-famous human rights activists. Find a person that interests you.**

Mahatma Gandhi	Anna Politkovskaya
Martin Luther King Jr	Aung San Suu Kyi
Nelson Mandela	Martti Ahtisaari

8G Making a stand. The following role plays offer different views of controversial topics.

- In pairs, decide which one of you is A and B.
- Start the role plays using the opening line. Can you keep the conversation going for a full two minutes?
- After two minutes, stop the role play and move on to the next one.

Role plays

Different diets

A: You are a high school student. You have recently become a vegan because you are concerned about animal rights. You avoid all animal products and would like your parents to become vegans too. Try to persuade your parent to start cooking only vegan food at home.

B: You are a parent. You enjoy eating all kinds of food, especially meat dishes. A vegan diet sounds boring, and you think it might also be a health risk. Try to persuade your child to start eating at least some animal products.

Opening line
A: I was thinking about the food we eat...

Friday night

A: Your name is Taylor. You are interested in human rights and you are planning to take part in a big demonstration in support of asylum seekers on Friday evening. You want your friend Corey to join you.

B: Your name is Corey. You like to have a good time and you don't worry about serious things like politics. You think your friend Taylor takes life too seriously. You have heard that there is a good party on Friday night and want your friend Taylor to join you to have some fun.

Opening line
A: I have a great plan for us on Friday!

Not funny

A: Your friend Sam seems to have prejudiced opinions about some nationalities. You feel uncomfortable when Sam tells jokes about foreigners and expects you to laugh at them. You want Sam to be more tolerant and sensitive to different people and cultures.

B: You are Sam. You love telling jokes about different nationalities and don't think there is anything wrong with having a bit of laugh about stereotypes. You have heard a great new funny joke about a neighbouring country and can't wait to share it with your friend.

Opening line
B: Hey! You're going to love this joke.

A bad rap

A: You are a parent who thinks that the rap music your teenager listens to is sexist. You think the songs don't treat women with respect. You worry that the music and the videos are a bad influence on your child.

B: You are a teenager who is a fan of rap music. Rap is about gang culture, so you don't expect it to be feminist. There is a rap concert in Stockholm that you'd like to attend. Ask your parent for the money to go there.

Opening line
B: There's this concert in Sweden, and I'd like to go.

UNIT 3

A world of difference

Topic 9

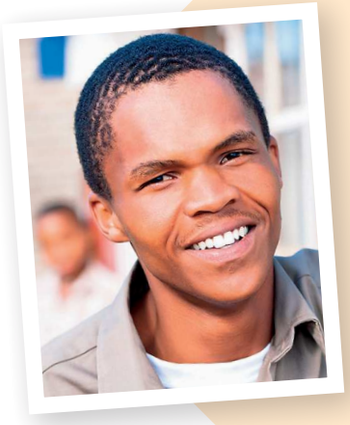
American voices

Life, liberty and the pursuit of happiness.

(The United States Declaration of Independence)

9A We asked four foreigners in Finland what they liked best and least about living in Finland. Listen to their replies, and fill in their answers in the space provided.

I ♡ Finland



Behailu

\+ _____

_____

_____

\- _____

_____

_____

Maureen

\+ _____

_____

_____

\- _____

_____

_____

Stuart

\+ _____

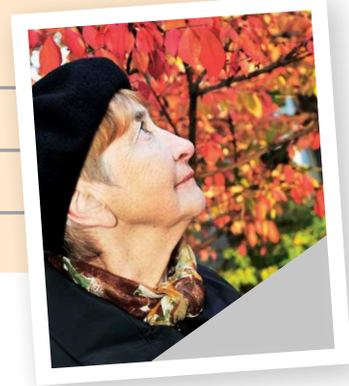
_____

_____

\- _____

_____

_____



Ida

\+ _____

_____

_____

\- _____

_____

_____

After listening, talk about the replies of the four foreigners with your partner. How would you answer the question yourself?

9B **Work in pairs. You and your partner both have questions about the USA. You also have clues to give your partner if they do not know the answer right away. Ask each other the questions.**

- If you immediately guess the correct answer, you get 100 points.
- If you guess the answer after the clue, you get 50 points.

Quiz USA

Student A: Use the questions on this page.
Student B: Turn to page 186.

Questions and clues

Your partner's points

1	Who was the first President of the United States? Clue: A city and a state have been named after him.	
2	What does the D.C. stand for in Washington, D.C? Clue: The first part is the District of...	
3	What is the most populous state of the USA? Clue: San Francisco is in this state.	
4	What is the name of the road that goes from Los Angeles to Chicago? Clue: It has a double figure in it.	
5	Which river is the longest in the USA? A. The Missouri, B. The Yukon, C. The Rio Grande (Rio Bravo). Clue: It begins in Montana in the Rocky Mountains and joins the Mississippi River just north of St. Louis.	
6	What are the two major political parties in the USA? Clue: The names come from the words "republic" and "democracy".	
7	When is Thanksgiving Day celebrated in the USA? Clue: It's in the 11th month of the year.	
8	How much is a nickel? Clue: It's the second smallest coin in the US after a penny (one cent).	

total: _____

B's answers

1 George Washington
2 The District of Columbia
3 California (approximately 39 million people)
4 Route 66
5 The Missouri
6 The Republicans and the Democrats
7 In November (on the fourth Thursday of November)
8 It's 5 cents.

Personal dictionary

9C **Read text 9. Find the words below in the text and underline them.**

- First, guess the meaning, then look them up in the vocabulary app if necessary and write them down on p. 102.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 ignorance
2 informed
3 assemble
4 omission
5 diversity
6 conscientious
7 obesity
8 exposure to
9 deviate from
10 natural resources

HOW TO

How to infer meaning

Inferring is guessing the meaning of unfamiliar words from their context or using your general knowledge.

e.g.
What is the meaning of **plethora**?

- Read the sentence.
  In Japan, with the **plethora** of thin people around, I liked to complain about my countrymen being fat.
- Make a quick guess and see if it fits.
  Could **plethora** be a lack of? Maybe not, because the stereotype is that Japanese people are healthy and slim.
  Could **plethora** be a large number? Yes, it seems to fit.

9D **While reading or listening to text 9, guess the meaning of the words in bold.**

Topic 9 Key text

An American abroad

Turner Wright enjoys the finer things in life, which include: writing travel articles, eating too much, and running until his veins pump battery acid. He is from Austin, Texas, but very often somewhere on the road.

Why I love and hate being an American

As an American, in addition to being a Texan living abroad, it's easy to be critical of my homeland, particularly when there are so many sympathetic ears.

In Japan, with the **plethora** of thin people around, I liked to complain about my countrymen being so fat, the kids are more and more likely to develop diabetes. In Thailand, with the political unrest, it was ignorance: "The average American wouldn't know Thailand from Afghanistan." Naturally, I exaggerated to **curry favor with** non-American expats and locals alike, but I meant a lot of what I said. When I'm outside the good ol' US of A's borders, all I can see are the faults.

This is not as black and white as I'm painting it. There are times I do in fact like, even love that I was born American when I'm abroad. When I'm unable to access certain blogs in China, when I see "no foreigners allowed" signs in Japan. But some issues really tear me apart, as an informed American and a world traveler.

1 a) a lack of
b) a large number

2 a) win over
b) irritate

→

SELF-EXPRESSION

The good: Freedom of expression. The first **amendment**. The right for people to assemble, to protest, to do almost anything but yell "*Fire!*" in a crowded theater. It's the cornerstone of everything that happens in this country. Millions of people disagree with hate groups like the Ku Klux Klan, but I'm willing to bet a majority of those opposed to the KKK still support their *right* to express what they want.

The bad: **Bigots** and complete idiots have a voice too. In fact, they're the ones people usually listen to. Someone with the best intentions can stir up feelings of mistrust, even hate, with the wrong facts, or the omission of truth. My biggest **qualm** with American life: every piece of media is screaming at us, telling us the least important things in the world are the most important.

Tom Cruise is a "crazy" Scientologist!

There's no money left for social security programs?

Sorry, didn't hear you – reading this story about finding the Virgin Mary on a piece of toast.

Protesting, people dying in Thailand? Who cares?

It's like the entire American media is the voice of HAL 9000 – quietly assuring us everything is ok, everything will always be fine, or distracting us with the latest bit of mindless Hollywood gossip – while in the background systems are exploding.

3 a) an addition to a law
b) the first government

4 a) intellectual people
b) prejudiced people

5 a) pleasure
b) concern

FOOD

The good: There are hungry, even starving people in the States, but by and large, food is cheap and easy to come by. With such diversity, authentic ethnic restaurants are available in even the smallest US cities. I challenge you to find another place with such a variety of food.

The bad: Our eating habits are **downright** disgusting. Even those who are a little more conscientious than others are still ingesting foods our neighbors around the world might gag on. Aren't we the country that turned hyper obesity into a recognized disability (it may have been Canada, but I think we provided the snacks)?

Who knows how many products are filled with high fructose corn syrup? One of the most recognized words around the globe is "Coca Cola." More and more kids are getting diabetes through exposure to products with just too much sugar.

6 a) absolutely
b) mildly

PEOPLE

The good: America has incredible diversity. I would **venture** to say it is one of the most racially diverse countries on Earth. With that diversity comes a variety of perspectives, voices in the government, influence on every aspect of life from reading literature to educating your kids on where their friends come from.

The bad: I honestly don't know where this idea of immigrants being enemies came from, but it seems to be **deeply ingrained** in many Americans. There's a sense that **Caucasian** is a somewhat "neutral race" and anything that deviates from that is abnormal.

Just look at the new law passed in Arizona: authorities can now demand people they suspect of being illegal immigrants present their papers. Citizens are being judged literally at face value, and it's hard to see an end in sight.

7 a) dare
b) hope

8 a) deeply felt
b) deeply rooted

9 a) a native inhabitant
b) a white person

Game on at the Super Bowl.

POWER

The good: America is (or maybe just *was*) a shining example to the rest of the world, a pillar of democracy, freedom, a better way of life. People want to live here, are willing to leave everything they've ever known for a shot at the American dream.

The bad: The dream may still be floating through the heads of many beyond our borders, but we're not exactly setting the best example. Starting a war no one in the world agrees with. Using far too many natural resources so our citizens may enjoy privileged lifestyles – actually, no, it's not privileged, it's just wasteful.

There are times abroad when someone will tap me on the shoulder and question me nonstop about life in the States, and I can't do anything but smile and say "yeah, it's pretty sweet." On the other hand, more often than not, I'm tempted to sew a Canadian flag on my backpack and **inch away from** the heated political discussion in the youth hostel.

© Turner Wright, 2013
http://www.vagabondish.com/love-hate-being-american/

10 a) move slowly away from
b) take part in

INFO BOX

Who is HAL?

HAL 9000 is a fictional character in Arthur C. Clarke's *Space Odyssey* series and its film adaptation *2001: A Space Odyssey* by Stanley Kubrik.

HAL (Heuristically Programmed Algorithmic computer) is an artificial intelligence that controls the systems of the U.S. spacecraft *Discovery One* and interacts with the ship's astronaut crew. HAL is capable of speech recognition, natural language understanding, lip reading, and higher intelligence. It also has a will to survive. HAL decides to kill its astronaut crew in order to protect itself from being shut down.

in addition to /ɪn ə'dɪʃn tu/ jonkin lisäksi
sympathetic /ˌsɪmpə'θetɪk/ myötätuntoinen, ymmärtäväinen
plethora /pleθərə/ valtava määrä
***be likely to** /biː laɪkli tu/ olla todennäköistä
unrest /ʌn'rest/ levottomuus, levottomuudet
ignorance /ɪgnərəns/

---

average /ævərɪdʒ/ keskiverto, tavallinen, tyypillinen, keskimääräinen, keskiarvo, keskiluku
exaggerate /ɪg'zædʒəreɪt/ liioitella
curry favor /kʌri fleɪvə/ mielistellä
expat /ek'spæt/ ulkomailla asuva henkilö
fault /fɔːlt/ virhe, vika, puutteellisuus, murtuma, railo; erehtyä, aiheuttaa jonkin siirros
unable /ʌn'eɪbl/ kyvytön, kykenemätön
access /ækses/ päästä käsiksi johonkin, päästä; pääsy
allow /ə'lau/ sallia, antaa lupa, päästää (sisään)
issue /ɪʃuː, ɪsjuː/ asia, ongelma, lehden numero; antaa, jakaa, julkaista
***tear apart** /teər ə'pɑːt/ repiä hajalle, raastaa, erottaa toisistaan
informed /ɪn'fɔːmd/

---

freedom of expression /friːdəm əv ɪk'spreʃn/ sananvapaus
amendment /ə'mendmənt/ lainmuutos, muutos, lisäys
assemble /ə'sembl/

---

protest /prə'test; prəutest/ vastustaa, protestoida; mielenosoitus, protesti
cornerstone /kɔːnəstəun/ kulmakivi
disagree with /ˌdisə'griː wið/ olla eri mieltä
willing /wɪlɪŋ/ halukas, taipuvainen
majority /mə'dʒɒrɪty/ enemmistö
oppose to /ə'pəuz tu/ vastustaa, yrittää estää
bigot /bɪgət/ kiihkoilija, fanaatikko
in fact /ɪn fækt/ itse asiassa
intention /ɪn'tenʃn/ aikomus
stir up /stɜːr ʌp/ saada aikaan, lietsoa, herättää
mistrust /ˌmɪs'trʌst/ epäluottamus, epäily; epäillä, olla luottamatta johonkin
omission /ə'mɪʃn/

---

qualm /kwɑːm/ epäily, vaivautuneisuus, häpeäntunne
Scientologist /ˌsaɪən'tɒlədʒɪst/ skientologi
social security /səuʃl sɪ'kjuərɪti/ sosiaaliturva
the Virgin Mary /ðə vɜːdʒɪn meəri/ Neitsyt Maria
entire /ɪn'taɪə/ koko, kokonainen
assure /ə'ʃuə/ vakuuttaa
distract /dɪ'strækt/ häiritä, kiinnittää huomio muuhun
starving /stɑːvɪŋ/ nälkiintynyt, nälkää näkevä
by and large /baɪ ən lɑːdʒ/ yleensä
***come by** /kʌm baɪ/ saada, saada käsiinsä, löytää, poiketa käymään
diversity /daɪ'vɜːsɪti/

---

authentic /ɔː'θentɪk/ aito, autenttinen
ethnic /eθnɪk/ etninen
challenge /tʃælɪndʒ/ haastaa, vaatia; haaste, vaatimus
downright /daunraɪt/ täysin, läpeensä, suorastaan, suoraan
disgusting /dɪs'gʌstɪŋ/ vastenmielinen, inhottava
conscientious /ˌkɒnʃɪ'enʃəs/

---

ingest /ɪn'dʒest/ niellä, nauttia
gag on /gæg ɒn/ yökätä, kakoa
obesity /ə'biːsɪti/

---

recognized /rekəgnaɪzd/ tunnustettu, yleisesti hyväksytty
disability /ˌdɪsə'bɪlɪti/ vamma, kyvyttömyys
fructose /frʌktəus/ hedelmäsokeri, fruktoosi
corn syrup /kɔːn sɪrəp/ maissisiirappi
exposure to /ɪk'spəuʒə tu/

---

venture /ventʃə/ uskaltaa, rohjeta, panna likoon; uhkayritys, hanke, seikkailu

diverse /daɪ'vɜːs/ monipuolinen, monimuotoinen, erilainen
perspective /pəs'pektɪv/ näkökulma, näkymä, tulevaisuudennäkymä
aspect of life /æspekt əv laɪf/ elämänalue
immigrant /ɪmɪgrənt/ maahanmuuttaja, siirtolainen
ingrained /ɪn'greɪnd/ syvään juurtunut, läpikotainen
Caucasian /kɔː'keɪʒən/ valkoihoinen, syntyperältään eurooppalainen
at face value /æt feɪs vælju:/ ulkonäön perusteella
deviate from /di:vɪeɪt frɒm/

float through /fləut θru:/ leijua, leijailla, kellua
set an example /set ən ɪg'zɑːmpl/ näyttää esimerkkiä
natural resources /nætʃərl rɪ'sɔːsɪz/

---

privileged /prɪvɪlɪdʒd/ etuoikeutettu
wasteful /weɪstful/ tuhlaavainen, epätaloudellinen
***be tempted to** /bi tempt tə/ tuntea kiusausta
***sew, sewed, sewn/sewed** /səu, səud, səun/səud/ ommella
inch away /ɪntʃ ə'weɪ/ hivuttautua pois

INFO BOX

British and American spelling

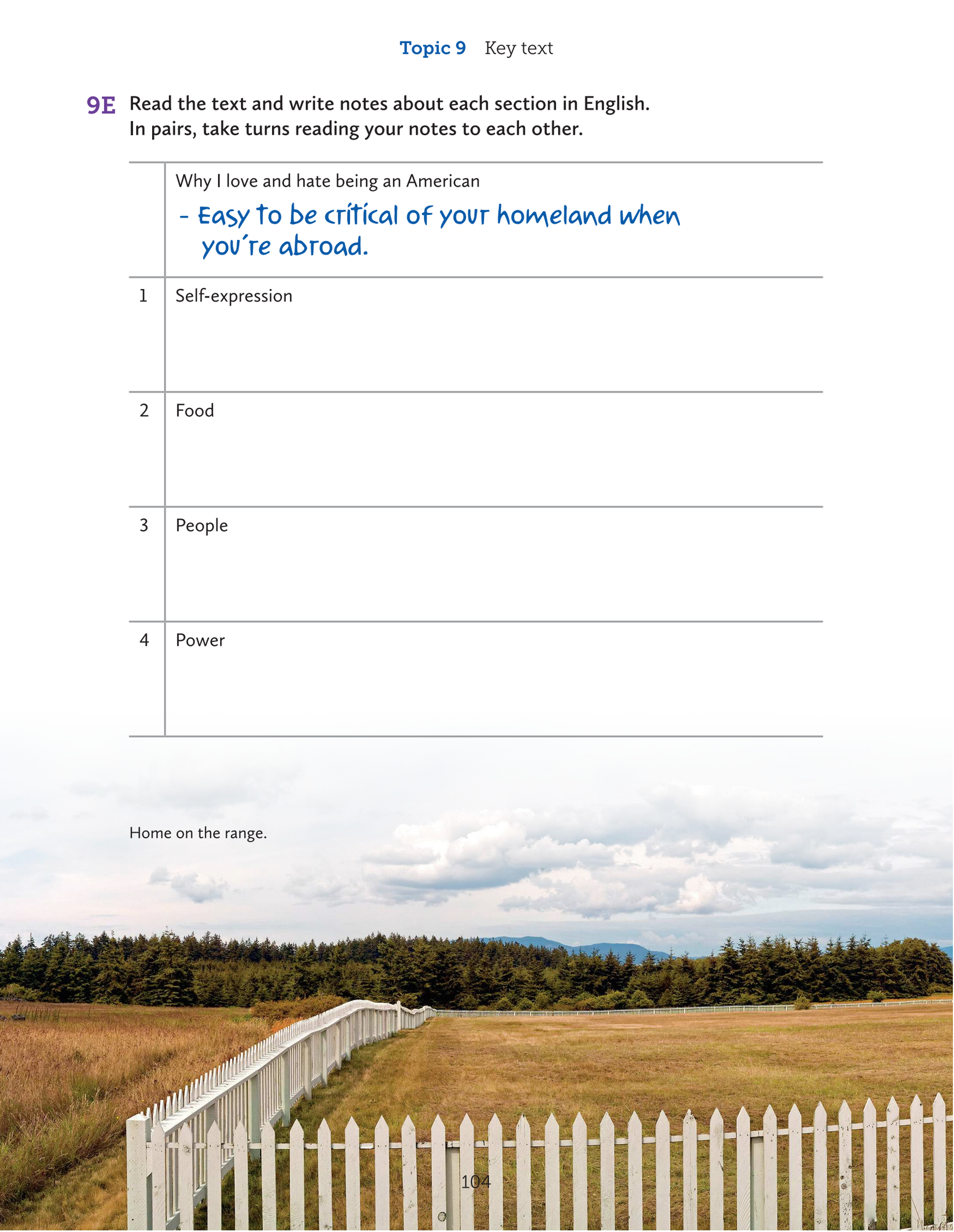
There are many small differences between British and American spelling. Here are some important ones.

UK preference		US preference	
-our →	colour, neighbour	-or →	color, neighbor
-re →	centre, kilometre	-er →	center, kilometer
-gue →	catalogue, dialogue	-g →	catalog, dialog
-ise AND ize →	organise/organize, realise	-ize ONLY →	organize, realize
-ll – travel →	traveller, travelling	-l- travel →	traveler, traveling

9E Read the text and write notes about each section in English.
In pairs, take turns reading your notes to each other.

	Why I love and hate being an American - Easy to be critical of your homeland when you're abroad.
1	Self-expression
2	Food
3	People
4	Power

Home on the range.



Phrase hunt

9F **Find the following expressions in the text.**

1 sen lisäksi, että olen _____

2 kehittyy yhä todennäköisemmin

_____

3 Miljoonat ihmiset ovat eri mieltä

_____

4 se saattoi olla _____

5 erilaisia näkökulmia _____

6 vaikutus jokaiseen elämänalueeseen

_____

7 emme varsinaisesti näytä parhainta esimerkkiä

_____

8 En voi tehdä muuta kuin

_____

9G Replace the underlined parts with phrases and expressions from exercise 9F. The phrases may need to change a little.

1 Besides being from the Bronx, I am also from New York, from the US, from Nigeria, from Africa, from the world!
2 It was perhaps Bernard Shaw who once said that we will never have a peaceful world until we take patriotism out of the human race.
3 Millions of patriotic citizens who love their country don't agree with Shaw.
4 There are several factors that have an effect on how people treat newcomers to their country.
5 One thing is for sure: people will probably respect my values if I respect theirs.

9H Translate sentences 1–3 into Finnish and 4–6 into English.

1 This matter is not as black and white as I'm painting it.
2 Citizens are being judged literally at face value.
3 People are willing to leave everything they've ever known for a shot at the American dream.

4 Keskivertoamerikkalainen ei erottaisi Suomea Ruotsista.
5 Vaikka hänellä oli mitä parhaimmat aikomukset, hän sai aikaan epäluottamuksen tunteita.
6 Yhä useammat ihmiset saavat diabeteksen altistuessaan liialle sokerille ja rasvalle.

9I Fill in the missing form of the word and its translation. Then choose six words and write six sentences of your own.

	Verb in English	Verb in Finnish	Noun in English	Noun in Finnish
1	access			pääsy
2		kokoontua, koota	assembly	
3	assure			vakuutus
4		valittaa	complaint, complainer	
5	distract			häiritsevä tekijä
6	exaggerate			liioittelu
7		aikoa	intention	
8	protest			mielenosoitus, mielenosoittaja

9J Choose the correct preposition in the following slightly modified quotes about patriotism.

1 "You have peace? Clean water? Music? Then you have nothing to complain **on** / **about** / **for**. You are living in paradise, man." *(Jimi Hendrix, guitarist)*

2 "I may not agree **with** / - / **at** everything you say, but I will fight to the death for your right to say it." *(Voltaire, philosopher)*

3 Protesters opposed **in** / **with** /**to** the war in Vietnam were told: "If you want a symbolic gesture, don't burn the flag; wash it." *(Norman Thomas, activist)*

4 "Everybody on earth wants the same thing you want: a shot **to** / **at** / **in** a decent, happy life." *(Louis Armstrong, jazz musician)*

5 "Believe me when I say that exposure **to** / **in** / **at** war is the one sure way of becoming a pacifist." *(Ernest Hemingway, writer)*

6 "Do not deviate **at** / **from** / **under** this rule, citizens: You should always support your country, but support your government only when it deserves it." *(Mark Twain, writer)*

7 "The world is filled **with** / - / **in** people, not with citizens." *(Chris Hedges, journalist)*

8 Patriotism does not mean you should not be critical **with** / **for** / **of** your country. No country is perfect. Except ours, of course.

9K Listen to the following prose poem. Then answer the questions.

The House We Live In

by Claudia Rankine, American poet

You and your partner go to see the film *The House We Live In*. You ask a friend to pick up your child from school. On your way home your phone rings. Your neighbor tells you he is standing at his window watching a menacing black guy casing both your homes. The guy is walking back and forth talking to himself and seems disturbed.

You tell your neighbor that your friend, whom he has met, is babysitting. He says, no, it's not him. He's met your friend and this isn't that nice young man. Anyway, he wants you to know, he's called the police.

Your partner calls your friend and asks him if there's a guy walking back and forth in front of your home. Your friend says that if anyone were outside he would see him because he is standing outside. You hear the sirens through the speakerphone.

Your friend is speaking to your neighbor when you arrive home. The four police cars are gone. Your neighbor has apologized to your friend and is now apologizing to you. Feeling somewhat responsible for the actions of your neighbor, you clumsily tell your friend that the next time he wants to talk on the phone he should just go in the backyard. He looks at you a long minute before saying he can speak on the phone wherever he wants. Yes, of course, you say. Yes, of course.

Claudia Rankine, ("You and your partner go to see the film The House We Live in...") from Citizen: An American Lyric. Copyright © 2014 Claudia Rankine. Reprinted with the permission of The Permissions Company, Inc., on behalf of Graywolf Press, www.graywolfpress.org.

1 What happened in the story?
2 Do you think the neighbor would have called the police if he had seen a white man walking up and down outside the house? Give a reason for your answer.
3 Does the story have an underlying message?
4 Do you think the narrator (the speaking voice in the story) is black or white?
5 What is the effect of using *you* and *your* in this narrative?

9L Work in pairs. Read aloud the following comments from ordinary Americans voicing their opinions about their home country. Was there anything that surprised you?

What I like and dislike about my country.

I like the bears and the flag and the hamburgers. And I like that we are the biggest country in the world.

What don't I like? Nothing. No wait, I don't like that there are so many cars. They drive so fast. They kill the animals and sometimes people too. And they smell bad. *Hannes, 8, Burlington, Vermont.*

I like the optimism, and the can-do attitude. I guess we feel that we can still make a difference in the world – we can make it a better place for everybody.

I don't like how everything, even politics, seems to be about money. It's like if you don't have money, you're nothing in this society. *Hank, 19, Charlotte, North Carolina.*

What I love about America is its cultural diversity. As a mother of biracial children, it is important to me that my children not only see people that look like them, but that they are also exposed, on a regular basis, to other cultures.

What I dislike about America is the racism, bigotry and discrimination. Instead of celebrating diversity, some Americans are just not accepting people that are different from themselves. *Natalie, 45, Phoenix, Arizona.*

I love the freedom. A person truly can become almost anything he or she wishes.

I do not like that so many people still have prejudices when freedom and acceptance are what has made America great. I do not like the fact that guns and firearms are still too easy to obtain. *Steve, 59, Washington, DC.*

9M **Listen to some more Americans' opinions about their country and write down at least one positive and one negative point from each speaker.**

- Sabrina
- Josh
- Randy
- Dennis

9N **Work in pairs or small groups. Choose task A or B.**

A Imagine that you are an American. Choose one or two of the signs below that you support and talk about that topic for a full minute.

B You are a Finn. Choose one or two of the signs below and talk about that topic for a full minute. You can be for or against the topic.

STOP GUN VIOLENCE

STOP ILLEGAL IMMIGRATION

PROTECT OUR CULTURE

SUPPORT AMERICAN TROOPS ABROAD

LESS GOVERNMENT – LOWER TAXES

SUPPORT THE RIGHT TO CARRY A GUN

NO HUMAN IS ILLEGAL

EMBRACE DIVERSITY

9O Work in pairs and discuss some of the following questions.

1 What was the latest news story you heard about the USA?
2 Which famous American people do you know?
3 Would you like to visit the USA, or live there? Where? Why? Why not?
4 What would you like to ask an American about the USA?
5 In what ways has American culture influenced Finnish culture?

9P Choose task A or B. Write a text of about 150–250 words.

A Write a similar blog post to *Why I Love and Hate Being an American*. Describe the things you like and dislike about your own country/culture.
B Write a short speech about the following topic: Living in other countries, even for just a short period of time, makes you appreciate your own country more.

9Q Project. Choose task A or B.

A You are planning a week-long holiday to America. Choose a region, a state, or a city in the USA which you would like to visit and plan a holiday there.
B If you know any foreigners, interview them in English about what they like and dislike about their own country or Finland.

Trick or treat?

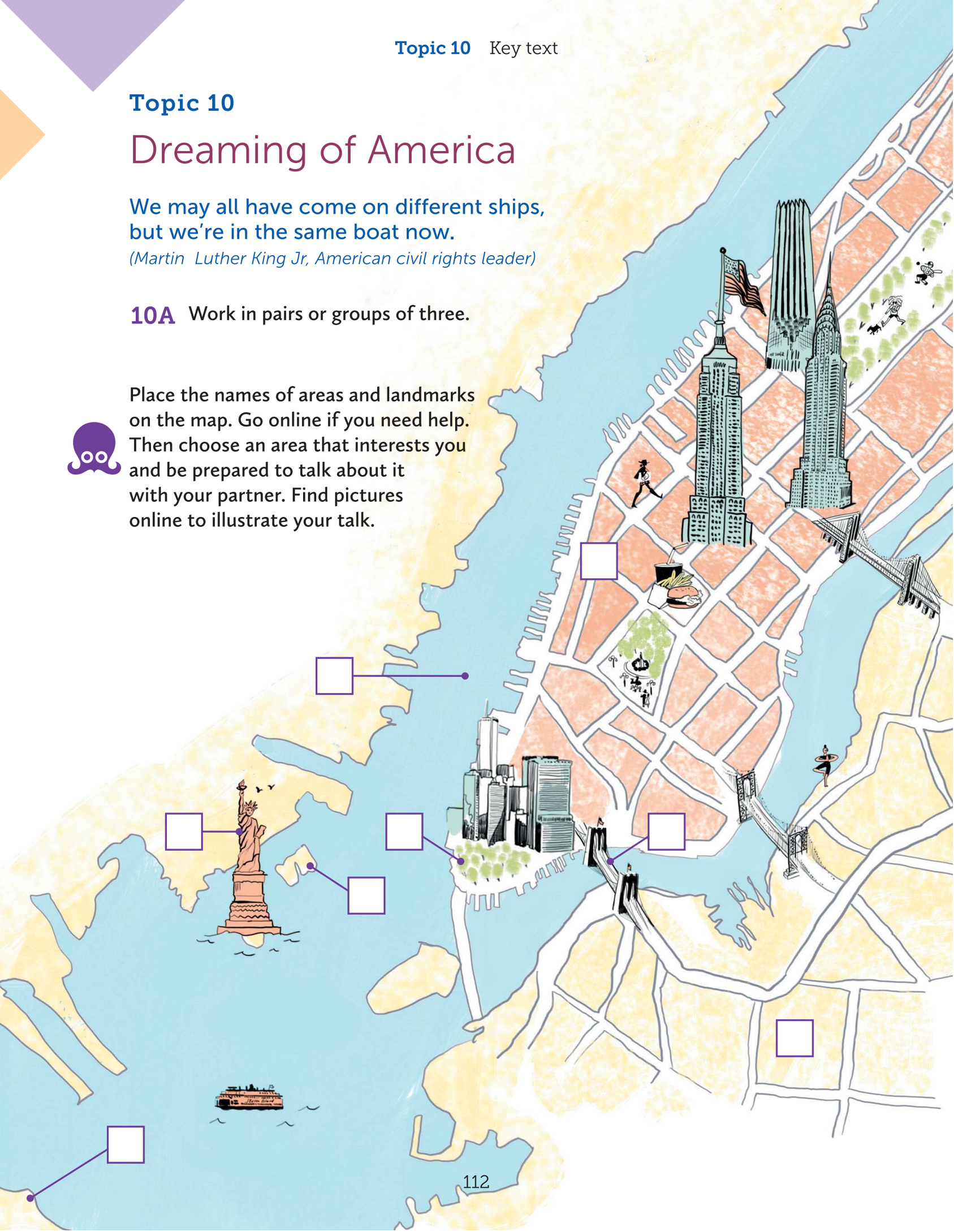
Topic 10

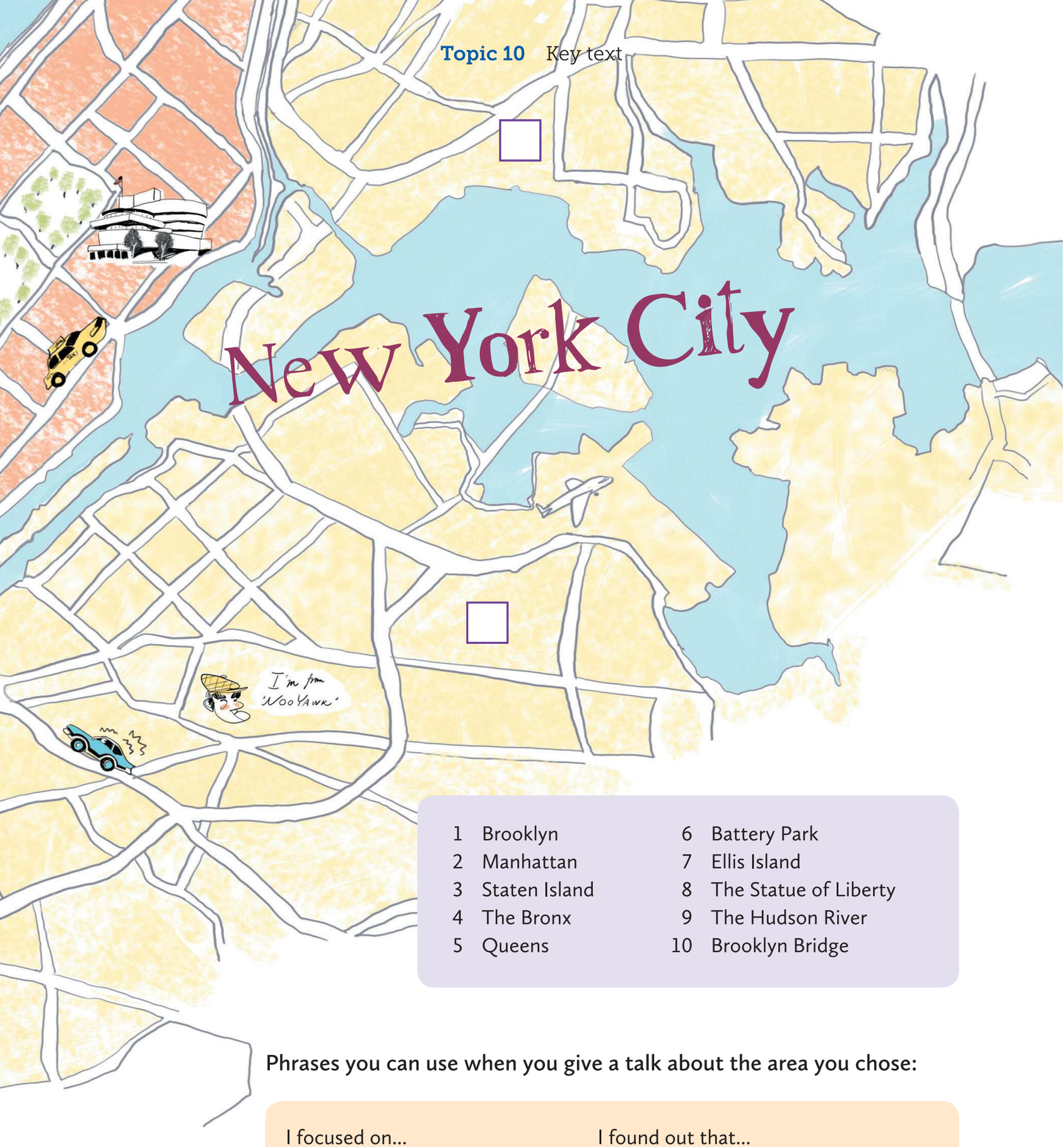
Dreaming of America

We may all have come on different ships, but we're in the same boat now.
(Martin Luther King Jr, American civil rights leader)

10A Work in pairs or groups of three.

Place the names of areas and landmarks on the map. Go online if you need help. Then choose an area that interests you and be prepared to talk about it with your partner. Find pictures online to illustrate your talk.





1 Brooklyn
2 Manhattan
3 Staten Island
4 The Bronx
5 Queens
6 Battery Park
7 Ellis Island
8 The Statue of Liberty
9 The Hudson River
10 Brooklyn Bridge

Phrases you can use when you give a talk about the area you chose:

I focused on...
What interested me the most...
The most interesting part of...
My favorite...
I found out that...
Did you know that...
I think it's worth mentioning that...
All in all / To sum up...

10B **Listen to the tour guide and answer the questions.**

Welcome to the Big Apple

1 Where is Lower Manhattan located?
2 What does the guide say about the Statue of Liberty? Mention two things.
3 What has happened to Little Italy?
4 When can you access the Brooklyn Bridge?
5 Which two famous streets are mentioned?

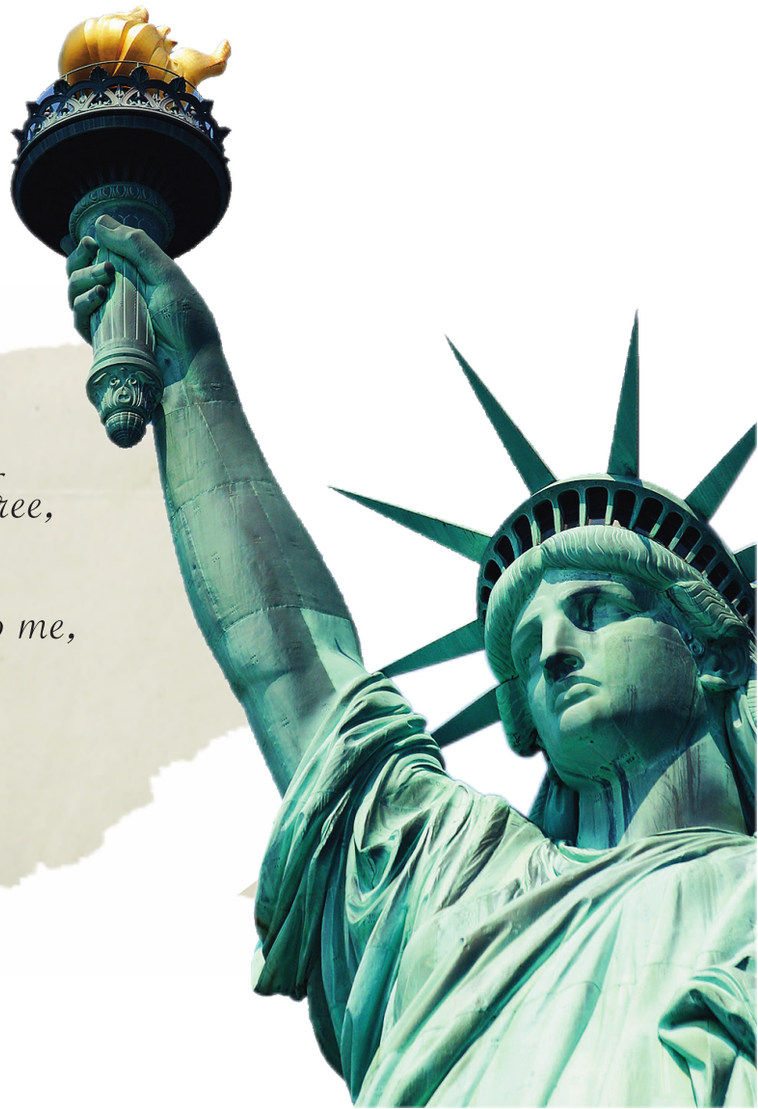
What would you like to see and do in New York?

Personal dictionary

10C **Read text 10. Find the words below in the text and underline them.**

- First guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 117.
- Choose 3–5 extra words or phrases and mark them, too.
- Try making sentences with some of the words.

1 abundant
2 process
3 dormitory
4 disembark
5 occupation
6 contagious
7 approve
8 embassy



Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!

Emma Lazarus (1883), an American poet,
a daughter of immigrants

Topic 10 Key text

Ellis Island fact file

- Before immigrants, there were oysters. Ellis Island was known for many years as Oyster Island due to its rich, abundant oyster beds.
- A small island in New York Harbor, it was enlarged from its original 3.3 acres to 27.5 acres using landfill from the ballast of incoming ships, and earth from the construction of New York City's subway tunnels.
- It was the gateway for over twelve million immigrants to the United States as the nation's busiest immigrant inspection station from 1892 until 1954.
- The wooden buildings of the first Immigration Station on the island burnt down in 1897, destroying all records. The second set of (fireproof) buildings survives to this day.
- It was huge, designed to process about 5,000 immigrants per day. The dining room could seat 1,000 people at a time. There were also dormitories with 600 beds, a luggage room, a hospital and a recreational area.

- Passengers who travelled first and second class on incoming ships were not required to undergo the inspection process at Ellis Island. Their papers were processed on board, and they could simply disembark upon arrival, pass through customs and enter the United States. The government felt that people who could afford to buy these more expensive tickets were less likely to become a burden on the state.
- All third class passengers, who traveled across the Atlantic in crowded, dirty conditions near the bottom of steamships, were taken to Ellis Island where everyone had to undergo a medical and legal inspection.
- Doctors would briefly scan every immigrant for obvious physical ailments. It was called the "six-second medical exam." Those who failed were marked with chalk letters on their clothes for a full physical examination. Those who passed went on to the Great Hall.
- In the Great Hall, people were asked 29 questions including name, occupation, and amount of money. Between $18 and $25 was considered enough money to tide immigrants over until they found a job.
- The main reasons why an immigrant would be sent back to their country of origin were visible health problems (especially a contagious disease), insanity and a criminal background.
- Despite names like "Heartbreak Island" and "Island of Tears", only about 2% of the incoming people were refused entry.
- One third of the approved immigrants remained in New York. The rest scattered across the country.
- Ellis Island now hosts a museum of immigration. Immigration documents are no longer processed at Ellis Island as embassies around the world fulfill that function nowadays.
- Over 100 million Americans today can trace their ancestry to the immigrants who first arrived at Ellis Island.

What some of the chalked letters meant:

B = problems with back
E = problems with eyes
LPC = likely to become a public charge
H = heart problems
X = suspected mental defect

immigrant /ɪmɪgrənt/ siirtolainen, maahan-muuttaja
oyster /ɔɪstə/ osteri
abundant /ə'bʌndənt/

---

oyster bed /ɔɪstə bed/ osteriesiintymä, osteriapaja, osteririutta
enlarged /ɪn'lɑːdʒd/ suurennettu, laajennettu
acre /eɪkər/ eekkeri
landfill /lændfɪl/ kaatopaikkajäte, maankaatopaikka, kaatopaikka
ballast /bæləst/ painolasti
incoming /ɪnkʌmɪŋ/ saapuva, lähestyvä, tuleva
earth /ɜːθ/ multa, maaperä, maa
construction /kən'strʌkʃn/ rakentaminen, rakennustyöt
subway /sʌbweɪ/ metro, maanalainen (AmE), tunneli (BrE)
gateway /geɪtweɪ/ portti
inspection /ɪn'spekʃn/ tarkastus, tarkistus, tutkiminen
immigration /ɪmɪ'greɪʃn/ siirtolaisuus, maahanmuutto
destroy /dɪ'strɔɪ/ tuhota, hävittää
records /rekɔːdz/ arkisto, rekisteri
fireproof /faɪəpruːf/ tulenkestävä
process /prəuses, prɒses/

---

dormitory /dɔːmɪtəri/

---

recreational /ˌrekrɪ'eɪʃənl/ virkistys-, huvi, ajanvietteellinen, huvi-, viihde
***undergo, underwent, undergone** /ˌʌndə'gəu, ˌʌndə'went, ˌʌndə'gɒn/ käydä läpi, kokea
on board /ɒn bɔːd/ laivassa, laivaan
disembark /ˌdɪsɪm'bɑːk/

---

customs /kʌstəmz/ tulli, tullimaksu
afford /ə'fɔːd/ olla varaa
burden /bɜːdn/ taakka, rasite, kuorma, vastuu
crowded /kraudɪd/ täpötäysi, täpötäynnä, täynnä
conditions /kən'dɪʃns/ olosuhteet
steamship /stiːmʃɪp/ höyrylaiva
medical /medɪkl/ lääketieteellinen
legal /liːgl/ lainopillinen, juridinen, laki-
briefly /briːfli/ lyhyesti, ohimennen
scan /skæn/ tutkia järjestelmällisesti, tutkia, selata, silmäillä
physical /fɪzɪkl/ ruumiillinen, fyysinen
ailment /eɪlmənt/ sairaus, vaiva
chalk /tʃɔːk/ liitu
letter /letə/ kirjain, aakkonen, kirje
pass /pɑːs, pæs/ päästä läpi, läpäistä
occupation /ˌɒkju'peɪʃn/

---

consider /kən'sɪdə(r)/ pitää jonakin
tide over /taɪd əuvə/ selvitä
visible /vɪzɪbl/ näkyvä
contagious /kən'teɪdʒəs/

---

disease /dɪ'ziːz/ sairaus, tauti
insanity /ɪn'sænɪti/ hulluus, mielenvikaisuus
criminal /krɪmɪnl/ rikollinen
background /bækgraund/ tausta
despite /dɪ'spaɪt/ huolimatta, huolimatta jstk
heartbreak /hɑːtbreɪk/ sydänsuru
tear /tɪə/ kyynel; repiä
refuse /rɪ'fjuːz/ kieltää, kieltäytyä, kieltäytyä jstk
entry /entri/ pääsy, sisäänpääsy, sisäänkäynti
approve /ə'pruːv/

---

remain /rɪ'meɪn/ jäädä, jäädä jäljelle, olla jäljellä, pysyä
scatter across /skætər ə'krɒs/ hajaantua, sirotella, hajota
host /həust/ isännöidä, järjestää; isäntä
document /dɒkjumənt/ asiakirja, dokumentti
embassy /embəsi/

---

fulfill /ful'fɪl/ toteuttaa, täyttää
function /fʌnkʃn/ tehtävä, tarkoitus, toiminto, tapahtuma
trace /treɪs/ jäljittää, seurata jälkiä
ancestry /ansɪstri/ sukujuuret, syntyperä

10D Are the following statements true, false or not mentioned in the text? Mark *true*, *false*, or *not mentioned* in the space provided.

		true	false	n.m.
1	Ellis Island was increased in size with the use of landfill from the countryside outside the borders of the city.			
2	Ellis Island was the only way immigrants could get into the US in the past.			
3	Immigration records from 1892 to 1954 can be retrieved.			
4	New arrivals were tested for smallpox.			
5	First and second class passengers were able to avoid the lines and questions.			
6	First and second class passengers often had housing arrangements made for them.			
7	One of the main reasons immigrants were refused entry was a lack of money.			
8	Ellis Island or "Heartbreak Island" denied many immigrants entry into America.			
9	About 30% of immigrants stayed in New York itself.			
10	Americans are proud when they can trace their ancestry to Ellis Island.			

10E **Work in pairs. Choose a pair of phrases and try to talk about it for one minute. Your partner will take the next pair of phrases.**

Ellis Island, oysters – a growing island
First and second class passengers – third class passengers
Physical examination – chalk letters on immigrants' clothes
Island of Tears – 1/3 of immigrants

Phrase hunt

10F **Find the following expressions in the text.**

1 portti yli 12 miljoonalle maahanmuuttajalle

_____

2 käydä läpi tarkistusprosessi _____

3 laivassa _____

4 tulla taakaksi _____

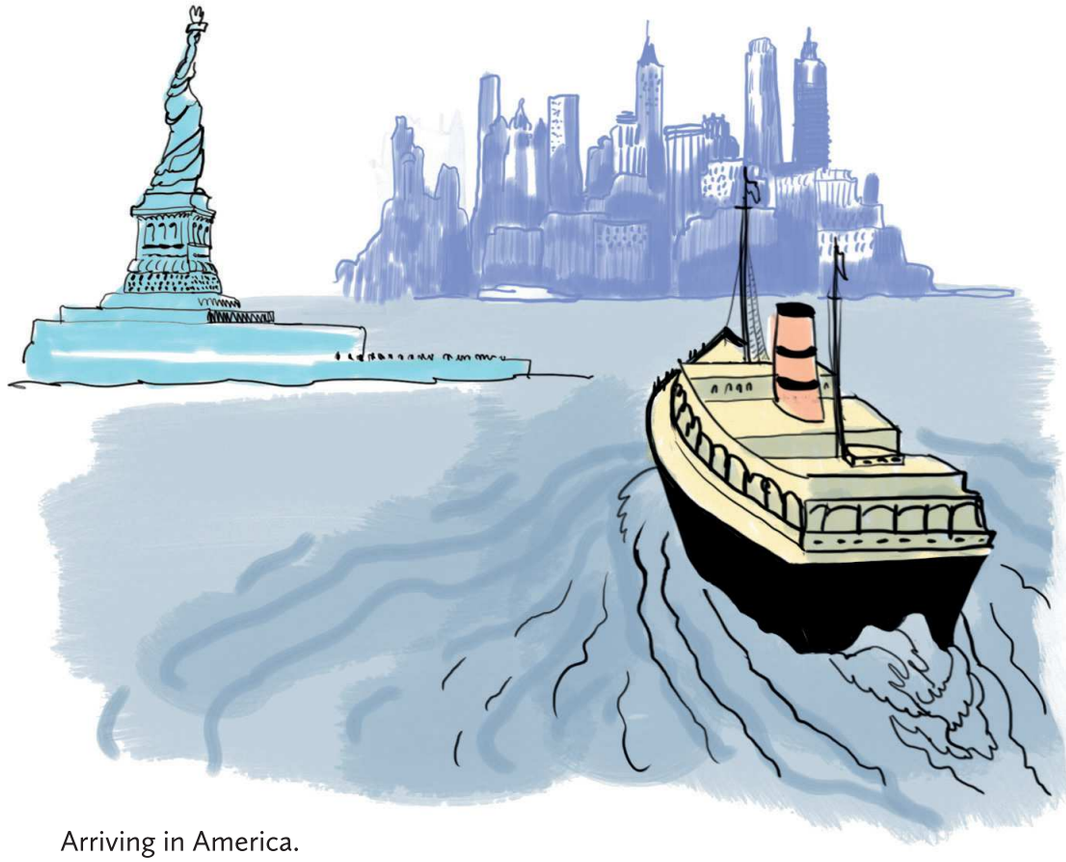
5 matkusti Atlantin yli _____

6 fyysisiä vaivoja _____

7 ihmisiltä evättiin pääsy

_____

8 jäljittää sukujuurensa _____



Arriving in America.

10G Find synonyms for the coloured words listed on the right hand side. They are all from exercise 10F and text 10. Write the synonyms in the gaps.

Letter to The Perth Times

Dear Sir/Madam

As yet another boat with desperate people is **1** _____ to our country, I would like to remind my fellow Australians of our history.

We **2** _____ to arrive here, in a country we knew nothing about. Life **3** _____ those old wooden ships was no picnic, and many of us **4** _____ during the long journey.

We **5** _____ in Botany Bay, bewildered and frightened. First, we had to go through some basic **6** _____, but we soon settled in.

The local population was **7** _____ the vast continent, and most of us had no idea that they were even there. They could trace their **8** _____ back about 75,000 years. We could trace ours back to jails and criminal courts. We came, we conquered, we **9** _____ here, in somebody else's country, without their permission. And now we are worried that immigrants in boats will **10** _____? It makes me wonder how the Aboriginals saw us, when we ourselves first arrived in boats?

Gary de Groot

Perth

1 denied admission

2 sailed over the ocean

3 on

4 had health problems

5 got off the ship

6 assessment procedures

7 spread out over

8 origins

9 stayed

10 turn out to be a problem

Roddy Doyle 1958–

Roddy Doyle is an Irish novelist, dramatist and screenwriter. He has written about Irish life in the present day, and also about the past when many Irish people went to America in search of better lives.

Arrival on Ellis Island

I had arrived.

But we turned from Manhattan and sailed, almost back into the night, towards the New Jersey shore. And the silence around me fell deeper as the island crept up in front of us. The last few square feet of the old, cruel world, the same name in all the languages on board as we were pulled closer and closer, isola delle lagrime, Tränen Insel, the isle of tears. Ellis Island.

Hundreds of shuffling feet trapped under the vaulted ceiling of the great hall, the air was full of the whispers of the millions who'd passed through, the cries of the thousands who'd been stopped and sent back. Old men tried to straighten long-crooked backs and mothers rubbed rough colour into the white cheeks of their children. Wild men ran fingers through long beards and regretted that they hadn't shaved before they'd disembarked.

The six-second medical exam.

The medical inspector stared into my eyes. I knew what he was looking for. I'd been told all about it. The inspector was looking for signs of trachoma in my eyes, and for madness behind them. He couldn't stare for long – no one could; he saw nothing that was going to send me back. To my left, another inspector drew a large L on a shoulder with a brand new piece of chalk. L was for lung. I knew the signs; I'd been seeing them all my life. The man with the brand new L had already given up. He collapsed and coughed and had to be carried away. An E on the shoulder meant bad eyes, another L meant lameness. H was for heart, SC was for scalp, X was for mental.

The guards stood back and I walked the few steps to the next desk. I let my heels clip the Spanish tiles. Two beautiful sisters held each other as they were pushed back. Without parents or children they were likely to fall into bad hands waiting for them on the Manhattan or Jersey wharfs. If they were lucky they'd be kept on the island until relatives were found to take them; less lucky, they'd be pawed, then let through; less lucky still, they'd be deported, sent back before they'd arrived.

I handed my passport and papers to the Immigration Bureau officer. He opened the passport and found the ten-dollar note I'd left in its centre. The note was gone before I saw it missing. Then came the catechism, the questions I couldn't get wrong...

He handed me a sheet of paper.
"Could you read this for me, sir?"
"We the people of the United States, in order to form a more perfect union."

He picked up a rubber stamp and brought it down on top of a card.
I read the stamp: ADMITTED.
"Welcome to America," he said.

It was America, not just the U.S.A. America was bigger than the states, bigger than the world. America was everything possible.

From "Oh, Play that Thing" by Roddy Doyle
© Published by Jonathan Cape 2004.
Reprinted by permission of The Random House Group Limited.

shore /ʃɔː/ ranta, rannikko
***fall, fell, fallen** /fɔːl, fel, fɔːln/ tulla, pudota
***creep, crept, crept** /kriːp, krept, krept/ hiipiä
square feet /skweə fiːt/ neliöjalka
cruel /kruːəl/ julma, raaka
isle /aɪl/ saari
shuffle /ʃʌfl/ laahustaa, sekoittaa
trapped /træpt/ ansassa, loukussa; kiinni
vaulted ceiling /vɔːltɪd siːlɪŋ/ holvikatto
whisper /wɪspə/ kuiskata, kuiskia, supattaa; kuiskaus
crooked /krukɪd/ kumarainen
back /bæk/ selkä
rub /rʌb/ hangata, hinkata, hieroa
rough /rʌf/ epätasainen, karhea
cheek /tsiːk/ poski
beard /bɪəd/ parta
regret /rɪ'gret/ katua, olla pahoillaan; katumus, mielipaha
shave /ʃeɪv/ ajaa parta
inspector /ɪn'spektə(r) tarkastaja
sign /saɪn/ merkki; allekirjoittaa
trachoma /trə'kəumə/ side- ja sarveiskalvon tulehdus
collapse /kə'læps/ romahtaa, lyyhistyä, sortua, luhistua
cough /kɒf/ köhiä, yskiä; yskä
lameness /leɪmnɪs/ raajarikkoisuus, heikkous
scalp /skælp/ päänahka
guard /gɑːd/ vartija; puolustaa, vartioida, vahtia
heel /hiːl/ kengän korko, korko, kantapää
clip /klɪp/ kopista
tile /taɪl/ kaakeli
***be likely to** /biː laɪkli tu/ olla todennäköistä
***fall into** /fɔːl ɪntə/ joutua
wharf /wɔːf/ laituri, satamalaituri
relative /relətɪv/ sukulainen
paw /pɔː/ kopeloida, käpälöidä; käpälä
deport /dɪ'pɔːt/ passittaa pois maasta, häätää, karkottaa
hand /hænd/ ojentaa, antaa; käsi
Immigration Bureau /ɪmɪ'greɪʃn bjuərəu/ siirtolaisvirasto
officer /ɒfɪsə/ virkamies, poliisi, upseeri
note /nəut/ seteli, merkintä, muistiinpano
catechism /kætəkɪzəm/ kuulustelu, katekismus
sheet /ʃiːt/ paperiarkki, arkki, lakana
in order to /ɪn ɔːdə(r) tə/ tehdäkseen jtak
union /juːniən/ liitto, liittovaltio
rubber stamp /rʌbə(r) stæmp/ kumileimasin
admit /əd'mɪt/ päästää, päästää sisään, sallia, myöntää

10H Read the extract from the novel *Arrival on Ellis Island* and answer the questions.

1 What did the men and women do as they were getting ready for the inspection to be granted entry into the US?
2 Why did they do this?
3 What happened to the man when an L was drawn on his back?
4 What was the best option forecast for the sisters?
5 What was the ten-dollar bill for?
6 What happened after the ten-dollar bill was taken?

101 **Choose the correct preposition from the box below.**
Note that there are two extra prepositions.

for	between	after	on	by	into	to	(-)	across	at	in	from

Quirky passport facts

The passports of most countries are, **1** _____ the whole, very similar. There are some quirky differences **2** _____ them though. Applicants who apply **3** _____ a Pakistani passport have to attend an interview **4** _____ an embassy. The Nicaraguan passport is apparently one of the least forgeable documents **5** _____ the world. It boasts **6** _____ 89 separate security features. The old South African passport was a liability in Africa, since many African countries would not allow citizens **7** _____ the apartheid state **8** _____ their borders. The Israeli passport is not accepted **9** _____ 23 different Muslim countries, nor by Cuba or North Korea. The Vatican, incidentally, has no immigration controls, but it does issue passports **10** _____ its citizens. The Pope's passport is called "Passport No 1". Naturally.

STUDY TIP

Learning prepositions

Although there are some rules for using prepositions, most of the time you simply have to learn them by heart, just like any new vocabulary.

- So when learning a word memorise the preposition that goes with it.
  e.g. Learn *interested in* (instead of only *interested*).
  Learn *for example* (instead of only *example*).

- When learning a phrase memorise the whole expression, including the preposition.
  e.g. on the whole
  in my opinion

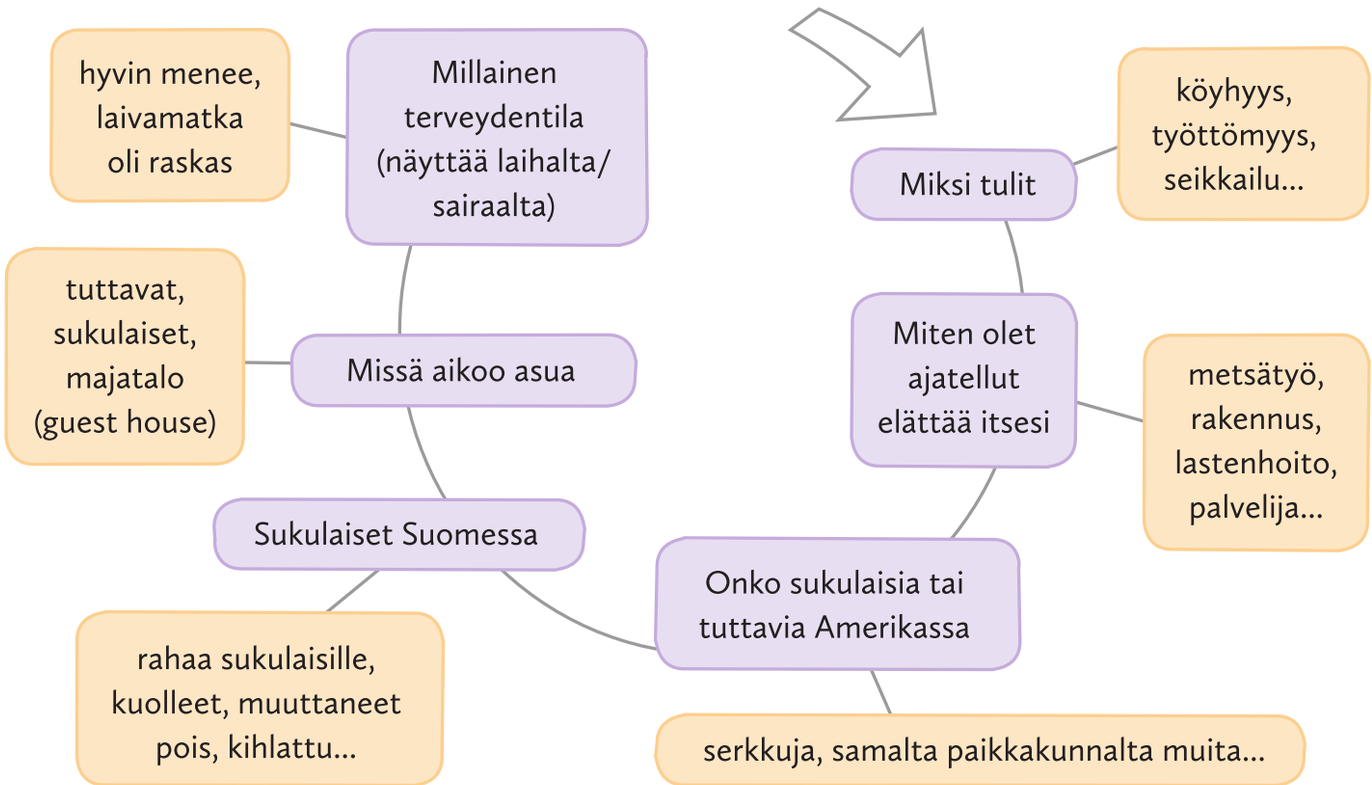
10J **Work with a partner. Play the following roles.**

Student A: a US official at Ellis Island reception centre

Student B: a person who has just sailed across the Atlantic (third class) and has arrived at Ellis Island.

Before you start, decide your reasons for coming to America and what you plan to do there. The US official does not seem to believe you, and asks you a lot of questions. You don't always understand what the official is saying. You are determined to gain entry into the US, though. Use the phrases in the *How to* box.

Take a minute to plan your questions and answers using the hints given below.



HOW TO

How to ask for clarification

Sorry, what did you say?
Sorry?
I didn't get the bit about...
Would you mind saying that again?
Could you repeat that please?
Can you speak more slowly, please?

10K Listen to the story about passports.

The history of passports

Have you applied for a passport recently? If you have, you will know that there is a long list of rules, regulations and requirements. The rules for your passport photograph are particularly strict. It has to be exactly 45mm by 35mm. You may not wear a hat. You may not wear spectacles. Worst of all, you absolutely may not smile. Smiling was banned in 2004. But it hasn't always been like this.

Before listening, study the following words.

lax väljä, löyhä, höllä
reference viittaus
reign hallita
subject alamainen
etymology etymologia, alkuperä
expansion laajentuminen
sheer pelkkä, silkka
enforce laws ottaa käyttöön lakeja
League of Nations Kansainliitto (edelsi Yhdistyneitä kansakuntia)

Listen to the whole text first. Then you will hear it again in short sections. Answer the questions during the pauses.

1 In the early 1900s
   a) passport photos were almost like today.
   b) sometimes the whole family was in the passport photo.
   c) passports were given only to important people.

2 What is true about the earliest document that functioned like a passport?
   a) The passport was given to a king.
   b) The passport contained Biblical references.
   c) It was given to a person to ensure a safe journey to another country.

3 The word "passport"
   a) is of French origin.
   b) has at least three different meanings.
   c) comes from French and means "world citizen".

4 What is true about British passports until 1858?
   a) They were issued to foreign and British people.
   b) They were written in French and English.
   c) There are no records of the oldest passports.

5 Before World War I
   a) people used passports to cross borders.
   b) travelling within Europe was easy and identification was not necessary.
   c) there were fewer passengers than before.

6 Passports were introduced
   a) to prevent people from travelling.
   b) because there was more crime in Europe.
   c) for safety reasons and to prevent skilled people from leaving.

10L Choose one of these topics and write about 150–250 words.

A It is the year 1903. Write a letter home to your family in Europe, describing the US. Cover the following points:
- What was the trip like?
- What was the reception at Ellis Island like?
- Where are you now?
- What are you doing?

B Imagine that you are a climate refugee from an island that is disappearing under the sea. Describe your feelings in a speech addressed to the citizens of your new country.

C Write a short news item about today's immigrants coming to America or Europe.

Topic 11

One world, many faiths

11A Read the following letter. The words in bold relate to religion. Match the words to the Finnish translations in the box.

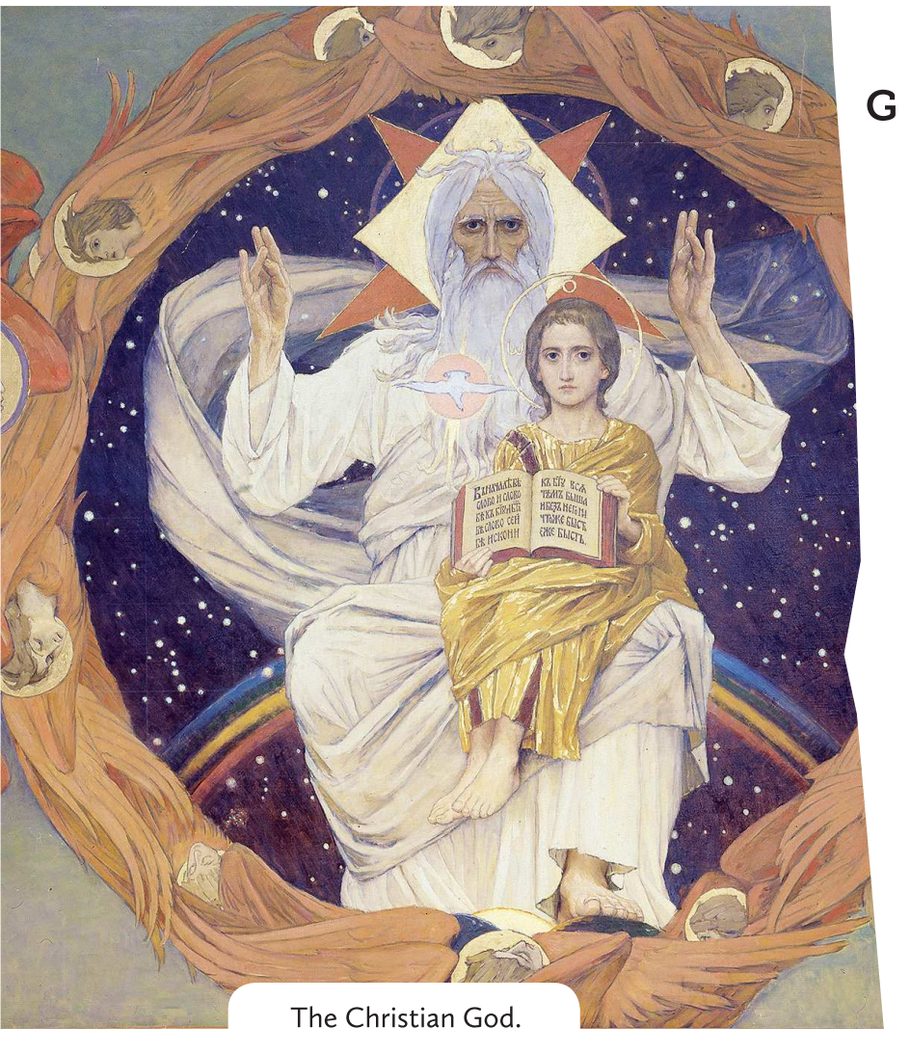
Hi Katie,
Yes, I did go to the **confirmation camp**. And, no, you don't have to be especially **religious** to attend. In Finland it's more a coming of age event organized by the Lutheran church. But, if you haven't been **baptised** or you're not connected to any particular religion, then you can go to a **Prometheus camp** which is a **secular** rite of passage.

Our local **parish** owns a summer cabin on an island, so that's where I went along with 70 others. We were divided into groups, each with a **youth mentor**, and spent the week playing games, discussing ethical values, **praying**, and singing **hymns** by the lake. And taking saunas, of course. I mean, this is Finland.

At the end of the week mum, dad and my **godmother** arrived by boat to take me home. The confirmation **service** took place at our local church – but the minister who led it – **Bishop** Rajala – came all the way from Turku. He had a great sense of humour and had the **congregation** in stitches when he was **preaching** the **sermon**. He **blessed** us, and then we took our first **holy communion**.

After that we headed home for the **confirmation party**. All afternoon friends and relatives popped in with congratulations and presents. We sat in the back garden, eating and chatting. And fighting the mosquitoes, of course. I mean, this is Finland.

Love,
Julia



The Christian God.

God or **g**od?

Pagan gods: Thor rides out.

ehtoollinen _____	rippileiri _____
isonen _____	rukoilla _____
jumalanpalvelus _____	saarna _____
kastaa _____	saarnata _____
kummitäti _____	seurakunta (kirkkoväki) _____
maallinen _____	_____
piispa _____	siunata _____
prometheus-leiri _____	seurakunta _____
_____	uskonnollinen _____
rippijuhla _____	virsi _____

11B Julia is posting photos of her Finnish confirmation online for friends abroad. Match the photos with the captions.

My confirmation

1 Bishop Rajala preaching to the congregation.
2 Outdoor activities at our confirmation camp.
3 My first holy communion.
4 Praying at the altar in our traditional white robes.

In Finland confirmation is a ceremony that marks the transition from childhood to adulthood. Many cultures and groups (even non-religious ones) have a similar coming-of-age ceremony. In small groups, discuss the following questions.

- If you have attended a confirmation or other coming-of-age event, describe it.
- What motivated you to take part?
- What are your memories of the experience?
- "You don't have to be especially religious to attend confirmation." Do you think this is true? Is it true of other coming-of-age ceremonies?
- In your opinion, what is the purpose of these events?

INFO BOX

Public holidays

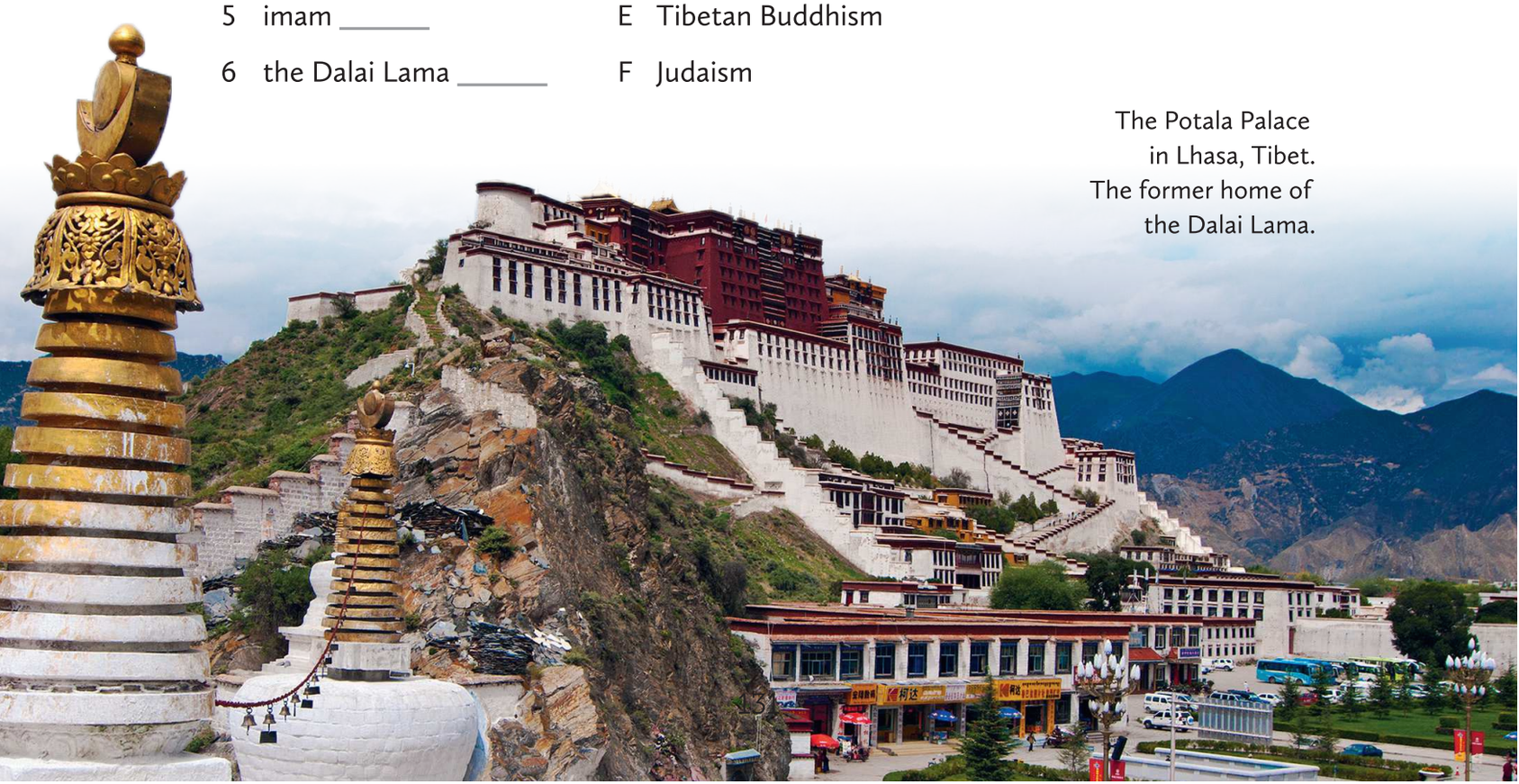
New Year's Day uudenvuodenpäivä
Epiphany, Twelfth Night loppiainen
Maundy Thursday kiirastorstai
Good Friday pitkäperjantai
Easter Sunday pääsiäispäivä
Easter Monday 2. pääsiäispäivä
May Day vappu
Ascension Day helatorstai
Whitsunday, Whitsun helluntai
Midsummer's Day juhannus
All Saints' Day pyhäinpäivä
Independence Day itsenäisyyspäivä
Christmas joulu
Christmas Day joulupäivä
Boxing Day tapaninpäivä

11C The Finnish word *pappi* can be tricky to translate. Here are three options depending on which church you are talking about. Match the church with the person.

1 minister _____ A Catholic or Orthodox church e.g. in Ireland or Russia
2 priest _____ B Church of England
3 vicar _____ C Lutheran church e.g. in Finland

Then match these world religions with the religious leader.

4 rabbi _____ D Islam
5 imam _____ E Tibetan Buddhism
6 the Dalai Lama _____ F Judaism



The Potala Palace in Lhasa, Tibet. The former home of the Dalai Lama.

11D Choose the correct alternative. Use your vocabulary app to check the words. Then try and answer the question.

1 Where do millions of Muslims travel every year to complete the Hajj **pilgrimage** / **pilgrim**?
2 In which ancient city is the **secular** / **sacred** Wailing Wall, also called the Western Wall?
3 A lack of belief in any kind of religion is called **paganism** / **atheism**.
4 As well as promoting Christianity, Finnish **missionaries** / **mercenaries** also developed the first written form of some local languages. In which African country did they do this?
5 **Nuns** / **Monks** live in this monastery. It is built on top of a cliff, and no females may enter. Even female animals are forbidden. Where in Africa is this monastery?
6 The head of the Catholic Church is called the **Archbishop** / **Pope**.
7 In which Asian country is a young girl chosen as a living **god** / **goddess**? Her feet may never touch the ground, and she is always dressed in red.
8 In which film, based on a true story, do the nuns release the young Maria from the **monastery** / **convent** so she can become a governess to seven singing children?
9 After which natural disaster in 2004 did churches everywhere hold a special **collection** / **confession** during the Sunday **ceremony** / **service** to support people in need?
10 The religious ceremony where water is sprinkled on a person's forehead is called **confession** / **baptism**.

Kumari, the living goddess.

Topic 12

Read on

Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.
(Dr Seuss, American writer, from The Cat in the Hat)

12A **The internet is full of websites offering cultural advice to people about to travel abroad. Can you work out which country is being described in the tips given below? Work in pairs, and write the number in the box. The first one has been done for you.**

[3] Ethiopia	[ ] India	[ ] Australia
[ ] Italy	[ ] the USA	[ ] South Africa

Travellers' tips

1 When it comes to clothing, the culture is quite conservative. Cover your arms and legs when walking in city streets. Remember to remove your shoes when entering a sacred space, like a temple. The same goes for visiting people's homes, and even when entering some shops. Because feet are considered unclean, try to avoid touching objects with them.

2 Two things to remember when taking a holiday here. Firstly, when shopping, do not handle the produce. Ask the shop assistant to help you. If you are in a supermarket fruit and vegetable section, use the plastic gloves near the scales before you touch anything. And secondly, if you are chatting to local people, don't ask about the Mafia. For you, the Mafia might be movie entertainment, but it is a real problem in some parts of the country.

3 This culture has a strong tradition of hospitality, which can be seen in the famous coffee ceremony, an important social ritual. Everywhere you go people will offer you assistance and advice, and if you are hiking or cycling in country areas, you may even be invited into people's homes.

4 This culture is well known for being easy-going and relaxed. Modesty is important, too, so don't boast about your achievements or try to impress others with expensive status symbols. Treat people as equals. For example, when you get into a taxi, sit in the front and chat with the driver. Sitting in the back makes it look as if the driver is your chauffeur. Local people are friendly and easy to talk to. Don't be surprised if they call you "mate".

→

5 This is one of the most multicultural countries in the world. People describe themselves as belonging to a "rainbow nation." However, visitors should avoid making remarks about race – especially if they don't know much about the country's history. Unless you know your hosts well, it is probably best not to talk about apartheid. This is still a sensitive issue for many people in the country.

6 This is the birthplace of the hamburger restaurant, so eating out – even breakfast – is typical here. The food is cheap and portions large. Remember that it is not impolite if you don't finish your meal. Most restaurants will package the remainder so you can take it with you. This is sometimes called a "doggy bag" because it suggests that the leftovers are for your pet. If you want to do this, tell your server you'd like the remaining food "to go".

What cultural advice would you give to foreigners visiting Finland for the first time?

HOW TO

How to generalise

English speakers often make generalisations, rather than say something is a fact, even when they are sure it is a fact. When you make generalisations, you will sound more polite, and more open to other people's opinions and ideas. Here are some ways to do this:

Generally, I'd say Finns enjoy spending time in the woods.

Generally, I'd say...
Generally speaking, we don't...
Usually, she doesn't...
In my experience,...
Most of the time, we just...
Every so often...
Every now and then...

Topic 12

Are you like me?

The question of how similar and how different people from different cultures are, has been around for a very long time. Us and them. But how different are people in the 21st century from one another? Can we even speak of different cultures any more? And what is culture, exactly? Is it the same as society, country or nationality?

Some argue that all the old ideas of national cultures are irrelevant today. Two students on opposite sides of the world, say an Indian student in Delhi and a Jewish student in New York, for example, will have more in common with each other than either of them will have in common with traditional farmers in their own countries. Others say that you only have to look at the political upheaval and rising xenophobia in the world today to see that the old ideas of nationalism and culture are very much alive.

PhD student Maia Sertovics from The University of North Carolina at Charlotte, looked at some of these questions in her dissertation, "The relevance of culture today". She ran a focus group consisting of four Americans: Luca Rossi (19, male, parents from Italy), Ai Yan (17, female, parents from China), Grace Brown (18, female, parents from Canada), and Leroy Williams (20, male, grandparents from Kenya), recording and transcribing their comments. Here is an extract from Sertovics' dissertation.

Time

The anthropologist E.T. Hall (*The Silent Language*, 1959), who is seen as a pioneer in the field of intercultural communication, suggests that different cultures approach time differently. People from a monochronic culture think that time is very important. They plan things carefully, always try to be on time, and say things like "time is money; don't waste time." On the other hand, people from a polychronic culture think that human relationships are more important than time. They are less worried about "getting things done on time." Things do get done, but in their own time. This different way of looking at time causes many misunderstandings between cultures.

Do you think people handle time differently in different cultures?

Luca: Yesterday I was late for class, and the lecturer was annoyed, even though I explained that my uncle Marco unexpectedly turned up at our house. I can't simply rush out without talking to him first. That would be very rude.

Grace: But surely being on time for your class is more important than chatting to your uncle?

Leroy: His uncle is more important. There will be many classes, but he has only one uncle Marco.

High- and low-context

Hall (*Beyond Culture*, 1977), introduces the concept of high- and low-context cultures. In high-context cultures, not everything needs to be spelled out. People understand the unspoken rules, and take many things for granted. This can be very confusing for someone who does not understand the "unwritten rules" of the culture. In a low-context culture, on the other hand, people tend to talk more, and explain more, to make sure there is no misunderstanding.

Have you ever noticed these differences, mentioned by Hall, yourself?

Grace: Yes I have, but I don't think it has anything to do with culture. In my opinion, the difference in communication has more to do with gender. Women tend to describe or explain things in much more detail than men.

Leroy: I also think it's more of an individual thing. It has nothing to do with culture.

Ai Yan: In traditional Chinese culture, there are many small things that people say with their eyes, or with their body. Everybody will understand instantly if grandmother does not want you to do something, even if she says "yes, yes, it's alright, you can do it". Also, some older Chinese people think that if you talk too much, you are not respectful.

Rules versus relationships

In some cultures people believe laws, rules, and obligations are very important (*Fons Trompenaars*, 2014). They try to deal fairly with people based on these rules, but rules come before relationships. In other cultures, people feel that a relationship is more important than a rule. Their response to a situation may change, depending on who is involved, and the situation itself.

Do you think everybody should always follow the rules?

Leroy: Absolutely not. Many of the rules are, after all, made by people to protect their own interests.

Grace: Of course you should. Society would fall apart if people didn't follow the rules. And the rules are the same for everyone, thus protecting everyone equally.

Luca: I think it depends on the situation. I don't see why people should obey unfair laws. After all, people are more important than laws.

If your friend breaks the law, and you are the only witness, would you lie to protect him/her?

Grace: No. The law is the law.

Leroy: It depends on the crime. If it's a very serious crime, I probably won't protect my friend by lying for them.

Luca: I think my responsibility lies with my friend. We have to look out for each other.

Ai Yan: I think it is important to obey the law. I will not lie for my friend.

Bibliography

1 Hall, E.T. (1959). *The Silent Language*. New York: Anchor Books.
2 Hall, E.T. (1977). *Beyond Culture*. New York: Anchor Books.
3 Trompenaars, F. (2014). *100+ Mangement Models*. Oxford: Infinite Ideas.

nationality /ˌnæʃə'nælɪti/ kansallisuus, kansalaisuus
national /'næʃənl/ kansallinen, kansallis-, maanlaajuinen
irrelevant /ɪ'relevənt/ merkityksetön, epäoleellinen
opposite /ɒpəzɪt/ vastakkainen; vastakohta
***have something in common** /həv sʌmθɪŋ ɪn 'kɒmən/ olla jotain yhteistä
upheaval /ʌp'hi:vl/ levottomuus, mullistus, myllerrys, kumous
xenophobia /ˌzenə'fəubɪə/ muukalaispelko, ksenofobia
nationalism /'næʃnəlizm/ kansallismielisyys, nationalismi
PhD (Doctor of Philosphy) /ˌpi: eɪtʃ 'di:, dɒktər əv fɪ'lɒsəfi/ tri, FT (filosofian tohtori)
dissertation /ˌdɪsə'teɪʃn/ väitöskirja, tieteellinen tutkielma, opinnäyte
relevance /reləvəns/ asiaankuuluvuus, merkitys, relevanssi
focus group /fəukəs gru:p/ kohderyhmä
consist of /kən'sɪst əv/ koostua jstak
transcribe /træn'skraɪb/ kirjoittaa puhtaaksi, transkriboida
anthropologist /ˌænθrə'pɒlədʒɪst/ antropologi
pioneer /ˌpaɪə'nɪə/ edelläkävijä, pioneeri, uudisraivaaja
intercultural /ˌɪntə'kʌltʃərəl/ monikulttuurinen, kulttuurienvälinen
approach /ə'prəutʃ/ lähestyä, pyytää, ehdottaa; lähestyminen
monochronic /ˌmɒnə'krɒnɪk/ monokroninen (mono = yksi)
polychronic /ˌpɒlɪ'krɒnɪk/ polykroninen (poly = monta)
cause /kɔ:z/ aiheuttaa, saada aikaan; syy, aiheuttaja, lähde, asia
misunderstanding /mɪsʌndə'stændɪŋ/ väärinkäsitys, väärinymmärrys
handle /hændl/ käsitellä
lecturer /lektʃərə/ luennoitsija, lehtori, esitelmöitsijä
annoyed /ə'nɔɪd/ ärtynyt, harmistunut
unexpectedly /ˌʌnɪk'spektɪdli/ odottamatta
turn up /tɜ:n ʌp/ ilmaantua
rush /rʌʃ/ kiire, ryntäys, syöksy; kiirehtiä, rynnätä, syöksyä
rude /ru:d/ töykeä, tyly, moukkamainen
high-context culture /haɪ kɒntekst kʌltʃə/ korkean kontekstin kulttuuri
low-context culture /ləu kɒntekst kʌltʃə/ matalan kontekstin kulttuuri
spell out /spel aut/ vääntää rautalangasta
***take for granted** /teɪk fə grɑ:ntɪd, græntɪd/ pitää itsestään selvyytenä
gender /dʒendə/ sukupuoli
tend to /tend/ olla tapana, pyrkiä, tahtoa
individual /ɪndɪ'vɪdʒuəl/ yksilöllinen; yksilö
instantly /ɪnstəntli/ välittömästi, heti
respectful /rɪ'spektfuəl/ kunnioittava
obligation /ˌɒblɪ'geɪʃn/ velvollisuus, sitoutuminen, sitoumus
fairly /feəli/ oikeudenmukaisesti, reilusti
response /rɪ'spɒns/ vastaus
follow the rules /fɒləu ðə ru:lz/ noudattaa sääntöjä
interest /ɪntrɪst/ etu, hyöty, mielenkiinto
***fall apart** /fɔ:l ə'pɑ:t/ rikkoutua, hajota
thus /ðʌs/ siten, näin, niin, täten
obey /ə'beɪ/ noudattaa, totella
unfair /ʌnfeə(r)/ epäreilu
look out for /luk aut fə(r)/ huolehtia, pitää silmällä, varoa

STUDY TIP

Answering multiple-choice questions

Answering multiple-choice questions can be tricky, mainly because the answers are often very close to each other in meaning. Here are some hints to help you.

- Read the question before you look at the answer. Make sure you understand it.
- Come up with the answer in your head before looking at the possible answers. This means the choices given in the test won't mislead or trick you. Read all the choices before choosing your answer.
- Eliminate answers you know aren't right.
- Sometimes a part of the information in the answer choice is right, but the rest is wrong. Don't be fooled by what looks like an easy choice.
- Be careful about a choice that uses the same words that are in the text. It is often there to mislead you.
- If you don't know the answer, make a guess. Don't leave a question unanswered.
- Don't keep changing your answer. Usually your first choice is the right one.

12B Read or listen to text 12. Choose the correct alternative that is in keeping with the text.

1 Which statement is in keeping with what is said about national cultures?
   a) Despite living in different countries students often have a lot in common.
   b) Farmers from different cultures have a lot in common with students.
   c) Rising xenophobia does not have anything to do with politics.

2 According to E.T. Hall,
   a) all cultures value time, but they use it differently.
   b) people in monochronic cultures are never late.
   c) people in polychronic cultures put punctuality before friends.

3 Which statement is closest to Grace's statement about being on time?
   a) Family relations should be one's first priority.
   b) You should strike a balance between family life and your classes.
   c) Schedules should be followed.

4 According to the text, what is true about high-context cultures?
   a) People instinctively know what to do.
   b) Cultures have rules, but they are not followed.
   c) People talk less.

5 Which statement is closest to the ideas Ai Yan mentions?
   a) Chinese people understand body language better than other cultures.
   b) Chinese people understand the unspoken message in their culture.
   c) The eyes are the mirror of one's thoughts.

6 Whose thoughts are closest to this quote by Thomas Aquinas, "There is nothing on this earth more to be prized than true friendship."?
   a) Grace
   b) Ai Yan
   c) Luca Rossi

12C Work in pairs. Answer the questions.

1 What kind of text is this?
a) literary b) academic c) descriptive d) journalistic
2 What sources *(lähteet)* were mentioned in text 12?
3 Why does the researcher use such an old source in her dissertation?
4 Look at the structure of the text. How does it handle theory and practice?
5 Why do academic texts give sources?

12D Choose the correct preposition.

Back in the 1960's 20-year-old Leroy went to visit his grandparents in Kenya, met a girl, fell in love, and got engaged to her on the spot.

Read his postcard to his parents back in the US, and choose the correct preposition.

Hi folks,

How lucky can you get! An old childhood friend of mine, Dineo, turned **1 over / up** at Grandma's house, and the minute I saw her again after so many years, I realized that she was the one. At first, she didn't want to have anything to do **2 by / with** me – she didn't even recognize me. But you know what I'm like at times like this. I persisted. I can imagine your response **3 over / to** this postcard, though. You're probably thinking: "We've always looked out **4 after / for** Leroy, that's what parents are **5 by / for**. But who is this girl? She probably has a very different way **6 with / of** thinking about family." But trust me, you'll love her. Depending **7 on / –** how you look **8 on / at** it, this could be the best thing that's ever happened to me!

Your excited, soon-to-be-married son

Leroy

Something in common.

12E Different cultures may have different ideas about appropriate behaviour for going on a date. Before you listen to the audio in 12F, discuss the following in small groups and fill in the table.

Dating across cultures

	Dating in your culture	Dating in other cultures
Being on time		
Meeting parents first		
Who pays?		
First kiss		
Time to be home		

12F Listen to three friends from different cultures discussing what went wrong on a first date. Naledi comes from Botswana, Meera is from Canada and Suvi is from Finland. Answer the questions in English.

1 In your own words, explain what the first problem was on Naledi's and Leo's first date.
2 What was Naledi's excuse?
3 Why did money become a problem on the date?
4 What do the girls think about kissing on a first date?
5 First the girls discuss the date, then the boys.
How are the discussions different?
Mention two things.

12G Choose the option that is closest in meaning to the word in colour.

1 The principal had children from many different countries in her school, so she had to be sensitive to all kinds of **intercultural** differences.
a) national b) social c) high context

2 We have a moral **obligation** to try and understand those who are different from ourselves.
a) option b) choice c) duty

3 The civil rights movement marked a period of social **upheaval** in America.
a) order b) command c) disruption

4 **Communities** in rural areas are often better at preserving cultural traditions.
a) local people b) county c) parish

5 The Maori have become a **minority** in New Zealand, a country that once belonged to them.
a) small people b) small group c) small-holding

6 Once we get to know people from another culture better, **prejudices** often fade away.
a) preconceptions b) preparations c) premonitions

12H Work in pairs or in small groups. Choose one topic about national identity for a short debate. See instructions for a short debate on the inside of the back cover.

Are you like me?

Motions

1 Young Finns have more in common with foreigners they talk to online, than with many groups inside their own country.
2 Patriotism is a quality we should encourage.
3 A common European identity is an impossible dream.

12I Choose task A, B, C or D. See the online *How to write* section for help. Write about 150–250 words.

A An interesting intercultural experience.

B "When in Rome, do as the Romans do."
This is the motion for your school debate. Write a speech where you either agree or disagree with the topic.

C Write a composition that either starts or finishes with this line:
"I felt as if I had landed on the moon. Everything was different. Everyone in the room stared at me, and then turned away..."

D Imagine that you are either Naledi or Leo in Exercise 12F. Write a message or an email to your date, politely explaining what you think went wrong on your first date. Say whether you would like to go out again or not.

UNIT 4

The power of media

Topic 13

Shame on you!

With social media, we've created a stage for constant artificial high drama. Every day a new person emerges as a magnificent hero or a sickening villain.
(Jon Ronson, British journalist)

13A **Read the text. In small groups, discuss the situation. Do you think Jemma's father handled the situation well? Why? Why not? Is online shaming a good way to change people's behaviour?**

Room of shame

Fed up with his daughter's untidy habits, Rob Fielder posted a photograph of her messy bedroom online. The aim was to shame her into clearing it up.

"It was a last resort," said the 47-year-old accountant from Hull. "She'd been promising to tidy her room for six months, but never got round to it."

The tactic worked and his daughter Jemma, 16, finally cleaned up her bedroom.

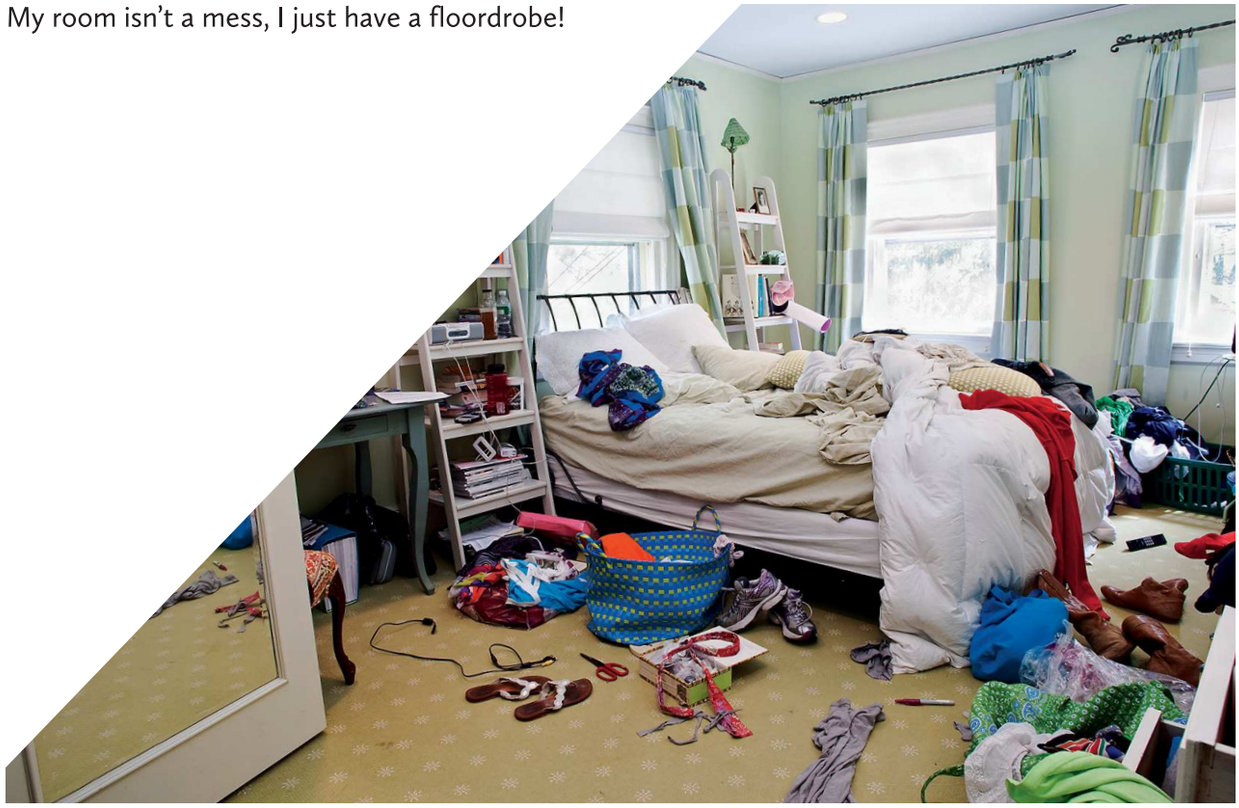
Mr Fielder said: "She was very embarrassed, and I got the silent treatment for two or three days. She's starting to speak to me again now, but she wasn't pleased."

And how does Mr Fielder feel about shaming his daughter?

"I don't regret it at all," he said. "Putting the picture online worked. She tidied the room."

He said his son Oscar, 13, had also cleared up his room fearing he would be next.

My room isn't a mess, I just have a floordrobe!



Personal dictionary

13B **Read text 13. Find the words below in the text and underline them.**

- First, guess the meaning, then look them up in the vocabulary app if necessary and write them down on p. 152.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 emotional
2 enforce
3 connotation
4 inconsiderate
5 abuse
6 offensive
7 oppressive
8 humiliate
9 vulnerable
10 marginalised

13C **You are going to hear three people talking about social media shaming. While listening, fill in the missing words in the text.**

Topic 13 Key text

Is social media shaming ever acceptable?

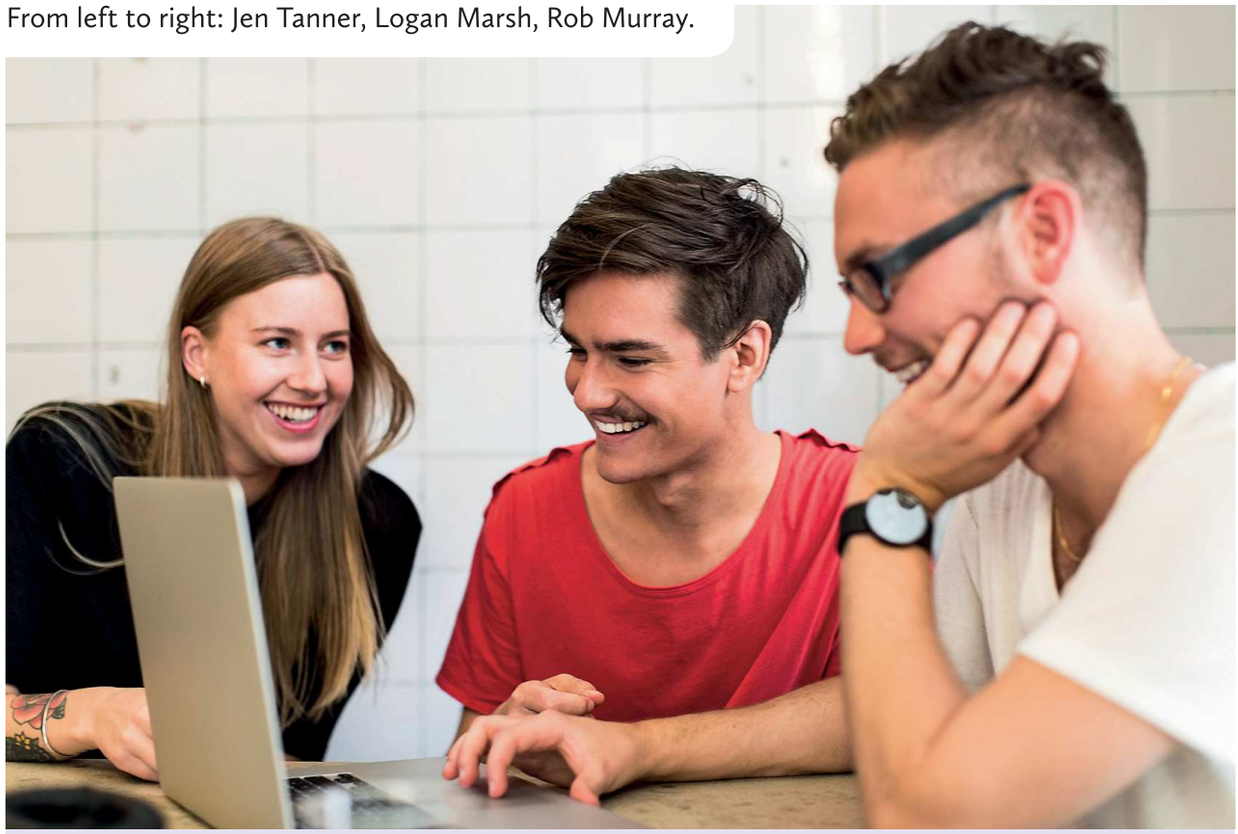
We've all felt shame at some time in our lives. We've said the wrong thing. We've made a fool of ourselves 1 _____. The emotional power of shame makes it an effective tool for social control, a way of enforcing a community's values. Social media, however, has taken shaming to a whole new level. Can this kind of shaming ever be a force for good?

Three people young people give their 2 _____. Jen Tanner writes a feminist blog that raises awareness of everyday sexism. Logan Marsh has set up a support network for victims of cyberbullying. And Rob Murray runs a passenger-shaming website that aims to raise the standard of behaviour on board planes, trains, boats and buses.

Rob: The word shame has a negative connotation, but I'd say that a bit of shaming can make people behave better. For example, the passengers on buses who put their bags on the empty seat beside them. It's rude and inconsiderate. When I posted photos of those people and their bags, a lot of passengers began 3 _____ _____ about doing it. I was raising awareness of bad behaviour – like Jen does in her blog.

Dude... Stop the spread, please. It's a space issue.

From left to right: Jen Tanner, Logan Marsh, Rob Murray.



Jen: It's true. When I come across sexist behaviour at the office, on the street, or in a bar, I use my blog as a forum to expose it. I encourage my followers to do the same.

Logan: You make your blog sound very supportive, Jen. But there's another side to this: a lot of angry people read those posts and then go after the offenders.

Jen: And what's wrong with that, Logan? If people are angry with the way they behave, maybe **4** _____?

Logan: Sending an internet hate mob after someone can have real-world consequences. Like leaking their personal information online. Doxing is never OK.

Rob: I'm with Jen on this. I think calling people out for behaving badly is a good thing to do. Remember that video of the racist woman on the train? She was abusing some poor immigrant, swearing at him. Weren't you glad when that Twitter storm rained down on her? **5** _____, wasn't it?

Logan: I deal with cyberbullying. And those online insults and threats looked a lot like bullying. Alright, her behaviour was offensive, but so was the response.

→

Jen: Look, if you don't tell people they're out of line, they'll carry on doing it.

Rob: I agree. Racists, chauvinists, homophobes and other bigots. They deserve all they get.

Logan: I'm not sure, Rob. Sometimes things get taken out of context – a comment that was meant as a joke, for example. It gets posted on social media and a crowd of **6** _____ begin hounding the person who said it. That's not right.

Jen: Maybe people should think twice before they make those kinds of jokes, then. Maybe they'll be more careful about what they say.

Logan: What? Because Big Brother is watching them? That means we'll always be looking over our shoulder in case we upset someone? Sounds pretty oppressive to me. We might behave better, but only because we're scared of being shamed if we don't.

Rob: It works though. I know a cyclist who wears a helmet cam, and motorists are much more careful around him. If all cyclists had video cameras the streets would be a lot safer.

Logan: I've got nothing against making streets safer. That's a question of life and death. My problem is smug, self-satisfied people deciding what is culturally acceptable or not. People get humiliated. Reputations get trashed. And why? Because some **7** _____ has decided that they don't like what someone said or did.

Jen: You're a man, Logan. If you had to put up with casual sexism every day of your life, maybe you wouldn't like it either.

Logan: There are a lot of attitudes I don't like, but I put up with them. We live in a democracy, people have a right to think differently to me.

Rob: That's easy to say when you're not a minority. The good thing about social media is that it gives minorities a voice. If they don't like **8** _____, they can say so. Loud and clear.

Logan: The problem is that social media lets everyone express their opinion loud and clear. Not just minorities. What about fat-shaming, for example? It's typically directed at women.

Jen: I think Logan is right about that. If you're going to shame someone then you should be punching up rather than down.

Rob: Sorry, I'm not with you. What do you mean by punching up, punching down?

Jen: Punching down means you're shaming people less powerful than yourself. That's when shaming becomes bullying. If you're **9** _____ who are vulnerable or marginalised, that's unacceptable.

Logan: My point is that we're all vulnerable. We're people. We need to remember that there's a real-life human being on the receiving end of all those angry posts. Let's not be a part of that. Instead of shaming people who annoy us, **10** _____ _____.

acceptable /ək'septəbl/ hyväksyttävä
shame /ʃeɪm/ häpeä; nolata, häpäistä
***make a fool of oneself** /meik ə fu:l əv wʌn'self/ nolata itsensä
emotional /ɪ'məuʃənl/

---

enforce /ɪn'fɔ:s/

---

community /kəm'ju:nɪti/ yhteisö
value /vælju:/ arvo; arvioida, arvostaa
issue /ɪʃu:, ɪsju:/ asia, kysymys; jakaa
raise /reɪz/ nostaa, kohottaa
awareness /ə'weənɪs/ tietoisuus
sexism /seksɪzəm/ seksismi
support /sə'pɔ:t/ tuki; tukea
network /netwɜ:k/ verkosto, verkko; verkostoitua
victim /vɪktɪm/ uhri
cyberbullying /ˌsaɪbə'bulɪɪŋ/ verkkokiusaaminen
aim /eɪm/ tähdätä; tavoite
standard /stændəd/ standardi, laatu
connotation /ˌkɒnə'teɪʃn/

---

behave /bɪ'heɪv/ käyttäytyä
rude /ru:d/ töykeä, tyly
inconsiderate /ɪnkən'sɪdərɪt/

---

come across /kʌm ə'krɒs/ törmätä, tavata sattumalta, antaa jonkinlainen vaikutelma itsestään
forum /fɔ:rəm/ foorumi, keskustelupalsta
expose /ɪk'spəuz/ paljastaa, altistaa
encourage /ɪn'kʌrɪdʒ/ rohkaista
supportive /sə'pɔ:tɪv/ kannustava
***go after** /gəu ɑ:ftə(r)/ jahdata, juosta jonkun perässä, yrittää saada
offender /ə'fendə/ syyllinen, rikollinen
hate mob /heɪt mɒb/ viharyhmä
consequence /kɒnsɪkwəns/ seuraus, seuraamus, tulos
leak /li:k/ vuotaa; vuoto

doxing /dɒksɪŋ/ jonkun toisen henkilökohtaisten tietojen paljastaminen julkisiksi
call out /kɔ:l aut/ paljastaa, syyttää, huutaa, hälyttää, pyytää
abuse /ə'bju:s/

---

immigrant /ɪmɪgrənt/ maahamuuttaja
***swear, swore, sworn** /sweə, swɔ:(r), swɔ:n/ kiroilla
satisfying /sætɪsfaɪɪŋ/ tyydyttävä
insult /ɪnsʌlt; ɪn'sʌlt/ loukkaus; loukata
threat /θret/ uhkaus
offensive /ə'fensɪv/

---

response /rɪ'spɒns/ reaktio, vastaus
out of line /aut əv laɪn/ sopimaton, asiaton
chauvinist /ʃəuvɪnɪst/ sovinisti
homophobe /hɒməfəub/ homofobinen, homokammoinen
bigot /bɪgət/ kiihkoilija
deserve /dɪ'zɜ:v/ ansaita, saada
context /kɒntekst/ asiayhteys, konteksti
self-righteous /ˌself'raɪtʃəs/ omahyväinen, hurskahteleva
hound /haund/ ajaa, vainota; ajokoira
look over one's shoulder /luk əuvər wʌnz ʃəuldə/ olla varuillaan
in case /ɪn keɪs/ siltä varalta, settä
***upset, upset, upset** /ʌp'set, ʌp'set, ʌp'set/ järkyttää, saada pois tolaltaan
oppressive /ə'presɪv/

---

cyclist /saɪklɪst/ polkupyöräilijä
motorist /məutərɪst/ moottoriajoneuvon kuljettaja
smug /smʌg/ omahyväinen, itseriittoinen
self-satisfied /ˌself'sætɪsfaɪd/ omahyväinen, itserakas
humiliate /hju:'mɪlɪeɪt/

---

reputation /ˌrepju'teɪʃn/ maine
social justice warrior /səuʃl dʒʌstiʃs wɒrɪə/ sosiaalisen oikeudenmukaisuuden puolestapuhuja

***put up with** /put ʌp wɪð/ sietää
casual /kæʒuəl/ satunnainen
minority /maɪˈnɒrɪti/ vähemmistö
treat /triːt/ kohdella
fat-shaming /fɑtʃeɪmɪŋ/ ylipainoisten ihmisten häpäisy
punch /pʌntʃ/ lyödä, leimata, iskeä
bullying /buliɪŋ/ kiusaaminen
vulnerable /vʌlnərəbl/
marginalised /mɑːdʒɪnəlaɪzd/

---

unacceptable /ˌʌnəkˈseptəbl/ mahdoton hyväksyä
***be on the receiving end** /biː ɒn ðiː rɪˈsiːvɪŋ end/ olla vastaanottavana osapuolena
instead /ɪnˈsted/ sen sijaan
annoy /əˈnɔɪ/ ärsyttää
tolerance /tɒlərəns/ sietokyky, suvaitsevaisuus

13D Read text 13 and answer the questions in Finnish.

1 Miksi häpeä kontrolloi meitä niin tehokkaasti?
2 Miten Jen, Logan ja Rob toimivat sosiaalisessa mediassa?
3 Mikä on Jenin, Loganin ja Robin kanta julkiseen häpäisyyn?
4 Miten Logan perustelee kantaansa?
5 Mitä termit “punching up” ja “punching down” tarkoittavat?
6 Mitä Logan ehdottaa ratkaisuksi?

13E In your groups share your answers and then answer the following questions in English.

1 How common is social media shaming in your everyday life? Do you have any examples?
2 Have you read about any cases of social media shaming or cyberbullying?
3 What negative consequences may follow from Jen’s blog or Rob’s website? Do you think this is a problem?
4 According to Logan, and later Jen, what do we need to do about shaming? Do you agree with either of them?

STUDY TIP

When to use contractions

A contraction is a shortened form of one or two words. An apostrophe takes the place of the missing letters.

Examples:
- do not → don't
- she is → she's
- we have → we've
- they will → they'll

Use contractions for

- informal writing such as emails to friends.
- writing dialogue in a play or story.
- quoting what someone said.

Avoid contractions in

- essay writing.
- business writing when you are trying to sound formal.
- academic writing such as research papers.

Phrase hunt

13F Find the following expressions in the text.

1 nolasimme itsemme _____

2 herättää tietoisuutta _____

3 Olen samaa mieltä Jenin kanssa tästä.

_____

4 ihmisten huonon käytöksen paljastaminen

_____

5 sopimaton _____

6 jatkaa sen tekemistä _____

7 irti asiayhteydestä _____

8 pelkäämme tulevamme nolatuksi _____

9 sietää _____

10 vastaanottavana osapuolena _____

13G Match the beginnings and endings of the sentences, and translate them into Finnish.

1 Joe has always been a messy person, but now _____

2 His flat-mate Jim leaves dirty pots in the sink, and _____

3 He tried to raise awareness of the problem by _____

4 Jim ignored them. After the pots had been there a week, Joe decided _____

5 He decided to call Jim out on his laziness, _____

6 Jim carried on _____

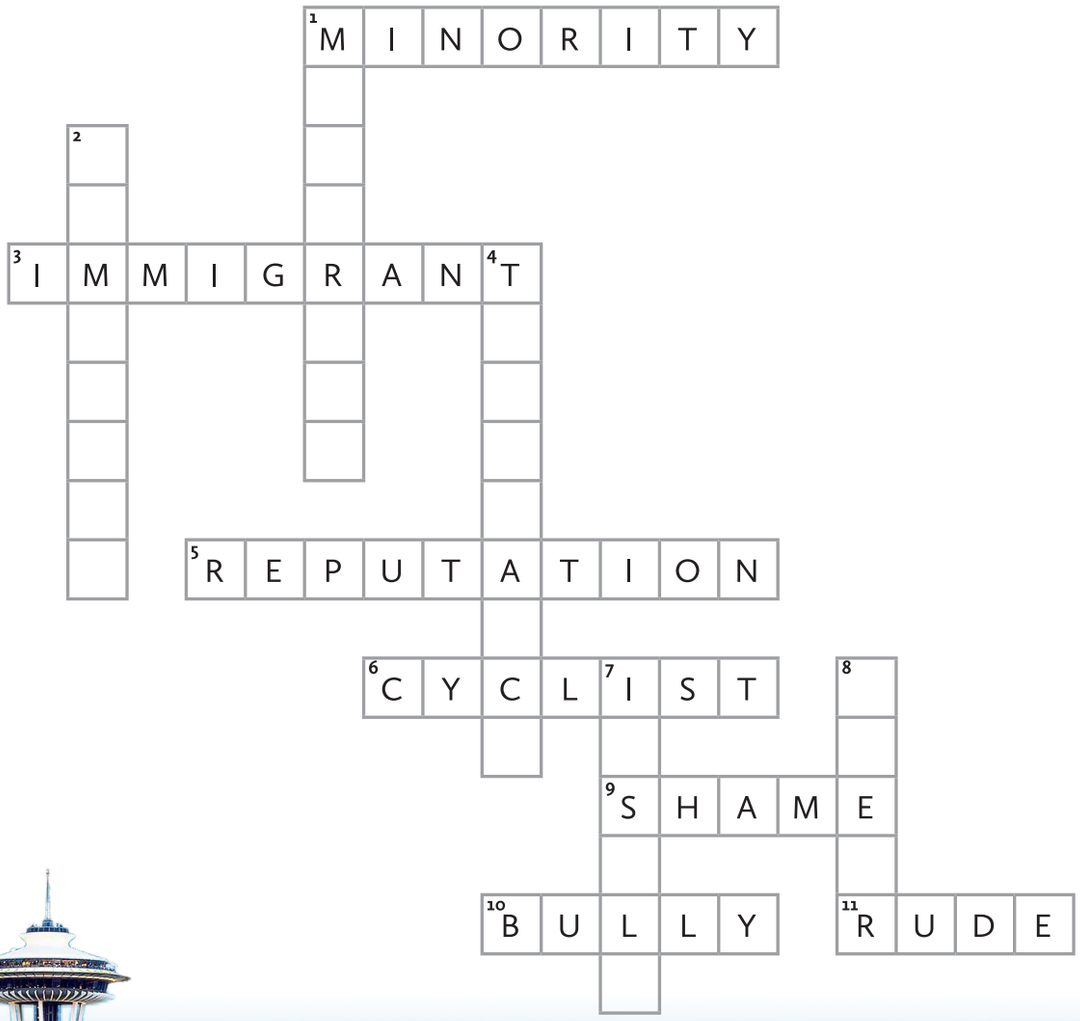
7 He wasn't scared of being kicked out _____

A Joe thinks this is out of line.
B he couldn't put up with it anymore.
C he's on the receiving end.
D leaving dirty pots in the sink.
E putting up a list of cleaning instructions.
F because he knew Joe needed the rent money.
G but Jim just laughed.

Dog-shaming

13H **Talking crossword. You and your partner both have the same crossword, but half the words are missing in each version. Give each other clues in English to fill in the missing words.**

Student A: Use the crossword on this page.
Student B: Turn to page 187.



13I Pick five words from exercise 13H and make your own sentences either orally or in writing.

13J Odd man out. Choose the word that does not belong with the others in the group and explain why.

1	self-satisfied	vulnerable	smug	stuck-up
2	efficient	productive	effective	unacceptable
3	rude	inconsiderate	emotional	impolite
4	poor	acceptable	all right	satisfactory
5	offensive	hurtful	supportive	insulting
6	depressing	casual	oppressive	overpowering
7	shamed	humiliated	satisfied	mortified
8	sexist	racist	chauvinist	cyclist

INFO BOX

Call

The meaning the verb *call* depends on the preposition that follows it.

e.g. I think **calling** people **out for** behaving badly is a good thing to do.

Here are some more examples.

call after	name someone after somebody else
call at	arrive at a station or a port
call back	return a phone call
call for	demand
call off	cancel
call out for/on	expose someone or accuse someone of wrongdoing
call round	visit
call up	summon someone for military service
	AmE: to phone someone

13K Fill in the missing prepositions.

1 If war breaks out, the Finnish army can call _____ 90,000 reserve soldiers.
2 Dylan offered to do the old lady's shopping, but when he called _____ she wasn't in.
3 He called _____ the city mayor for lying about the crime rate.
4 We called him Nelson _____ the former South African president Nelson Mandela.
5 The lawyer was busy when I phoned, but her secretary said she would call me _____.
6 When the chief of police was accused of taking bribes, many people called _____ his resignation.
7 The demonstration was called _____ after the government agreed to talk to the unions.
8 The Edinburgh train will be calling _____ Preston, Crewe and London Euston.

13L Listen to the story about internet trolling. Answer the questions in English.

The day I met my troll

After writing an online article on gender-neutral toys, journalist Shaun Wiley found himself on the receiving end of a relentless stream of hate messages. His initial response was to ignore the torrent of abuse, but when the comments began to focus on his wife and his newborn son, Shaun enlisted the aid of an IT specialist to track down his troll. A week later he had a name – Travis Mitchell – an address and a mobile number. When Shaun phoned Travis he expected rage or denial or an abrupt end to the call. Instead, the voice at the other end of the phone politely agreed that Shaun was owed an explanation. Here is an extract from their meeting in a high street coffee shop.

1 Why was it easy for Travis to bully Shaun?
2 What types of trolls are there, according to Travis?
3 Why was Travis happy in the end?

relentless heltymätön, sinnikäs
torrent vyöry, ryöppy
enlist värvätä, pestata
denial torjuminen, kieltäminen
abrupt äkillinen, äkkinäinen

13M **Read the following dialogue. Choose one of the following situations and write a dialogue in which a character begins by trying to handle it positively. See the online *How to write* section for help.**

Excuse me, is this seat taken?

Jess had just got on the bus, and the only free seat had a bag on it.
She walked up to the woman sitting there. "Good morning," she said, politely.
"Eh?" said the woman in surprise. She looked up from her phone.
"Morning," Jess repeated. She waited for the woman to move her bag. She didn't.
Now Jess was starting to get irritated. "Is this your first time on a bus?"
she inquired, pleasantly.
"No," said the passenger. "Why?"
"Oh, because the seats are usually meant for people, not bags."

A A train passenger is resting their feet on a seat someone would like to sit on.
B Every morning a neighbour's dog does its business outside someone's house.
C A work colleague keeps telling blonde jokes. Another colleague is getting tired of them.
D An ex-boy/girlfriend is posting unpleasant comments about their previous partner. A friend of the partner thinks this is unacceptable.

All aboard!

Topic 14

Breaking news

The press, like fire, is an excellent servant, but a terrible master.
(James Fenimore Cooper, American writer)

14A **Work in pairs or small groups. Choose one or two of the following topics and search for a news item about it online. Then give a short talk about your topic to your partner or group members. Everyone should choose a different topic.**

accident	crime	international news
celebrity news	sports	the weather
local news	politics	breaking news

14B **Answer the following questions in your groups.**

1 Where did you find the news item you described to your group? Social media or a news website?
2 Where do you usually read your news: social media, online media, print media? Why?
3 Which news source do you trust the most?
4 Are there certain things journalists should not report on? Why not?
5 What are the main stories you have been following in the news recently?

Personal dictionary

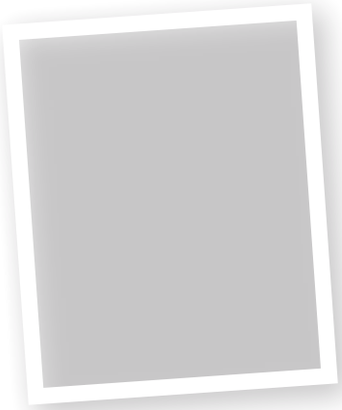
14C **Read text 14. Find the words below in the text and underline them.**

- First, guess the meaning, then look them up in the vocabulary app if necessary and write them down on p. 164.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 watchdog	5 gather
2 investigative	6 thought-provoking
3 network	7 tremendous
4 fraud	8 whistleblower

Topic 14 Key text

Journalists: watchdogs of democracy



Olli, a 21-year-old Computer Science student from Tampere University, attended the Conference for International Reporters and Editors (IRE) in California.

People seem to think that nowadays anybody with a smartphone can be a journalist. We have all seen incredible footage shot by ordinary people who were present as extraordinary events took place. While this sort of real-time coverage has its place, it is not the same as professional journalism. For example, if you happen to find yourself in the middle of a crowd protesting about police brutality in Johannesburg, you may take some excellent pictures, talk to a few people at the demonstration, and post it all online. It is certainly interesting, but it is not news. It is one person's view of an event.

Investigative journalism is even more complex. Crimes in big business, or in politics, for example, need investigative journalists to sniff out the details and publish the information in a way that the public can understand it. In this way, journalists act like the watchdogs of democracy. The threat of exposure in the mass media helps to keep people honest.

IRE Conference in California

I worked as a reporter for a newspaper before starting my studies at university, and decided to add some journalism courses to my Computer Science degree. In general, I'm more interested in writing code than writing stories, but I think journalists are going to need the tools and techniques of programmers in future, so combining the two fields seemed like a smart move. When I had the opportunity to attend an IRE conference in San Francisco with a group of Finnish journalists, I jumped at the chance.

→

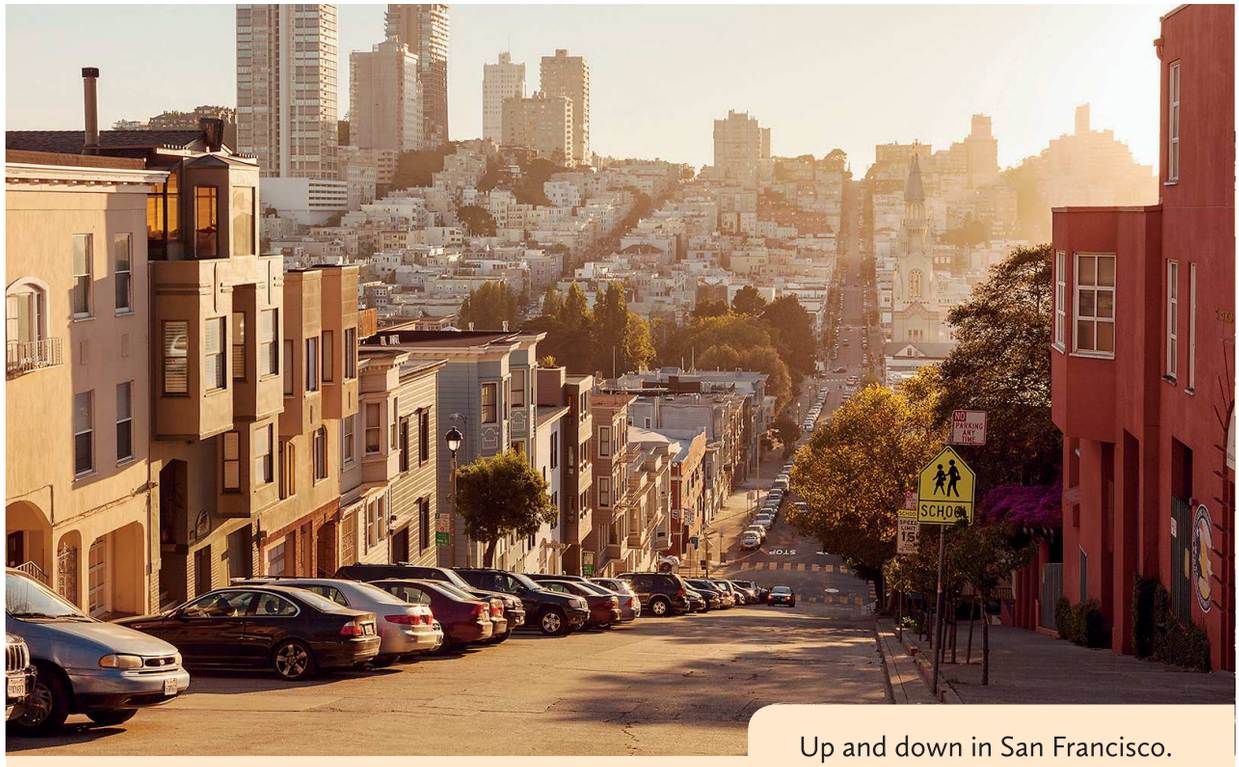
This year, over 1 500 people from all over the world attended the conference, more than ever before. Cary Schneider, a journalist from Los Angeles, told me: "Most people come here to network and meet new people. These are hard times – the entire industry is in a state of flux because of the changes brought about by the internet." At the conference, there were panel discussions, workshops and special presentations on many different topics. Some discussions concentrated on how to investigate fraud and irregularities in government spending. Others focused on broadcasters, showing them better ways of presenting their findings to the public.

Big focus on data

The relatively new field of data journalism, which I was particularly interested in, created quite a buzz at the conference. Before journalists can put together a story, they have to find the data, which nowadays is mostly stored electronically. Researchers from both Google and Twitter were on hand to teach journalists how to gather information from their own services. I was very surprised to see the specialized coding skills journalists in this field needed.

There were also some thought-provoking discussions about news aggregators. Aggregators basically put together news from a range of different websites. By focusing on subjects that you are particularly interested in, an aggregator can create a personalized news site just for you. Some function entirely automatically, while others have journalists adding and editing material as well.

A talk about the future of mobile journalism, and how to make news for mobile devices, got many journalists talking about where the industry was heading. Almost half of the traffic to newspaper websites comes from mobile users nowadays. Journalists have to start thinking about how to present the stories more appealingly for mobile devices, using for example less text and more visualizations. Many journalists were worried about the trend towards infotainment.



Up and down in San Francisco.

One US reporter said: "Some issues, for example corruption or changes in government policy, are very complicated to explain. The public wants short snippets of information. They find complicated facts boring. They want right and wrong, good guys and bad guys. News is seldom like that, unfortunately. At least not in the field of investigative journalism."

Journalists in danger

Threats to press freedom were a cause for concern. In some countries journalists are put under tremendous pressure to reveal their sources. In others they are arrested, jailed and sometimes executed for publishing stories that powerful people do not like. The courage of these journalists, and of whistleblowers like Edward Snowden, Chelsea Manning and Julian Assange, was a source of encouragement and pride to everybody there.

Afterwards, we Finns discussed the conference. We all agreed that the basic principles of journalism were much the same everywhere. We also noted that there was a world of difference between the working conditions of journalists in Finland, and those in, for example, Latin America. Some of those guys really work in very dangerous spots. There was a journalist from Mexico who had escaped death three times that year. He was almost crushed by a landslide, almost kidnapped, and worst of all, almost murdered. The freedom to do our work safely is something we take for granted in Finland. Lucky us.

watchdog /wɒtʃdɒg/

---

computer science /kəm'pju:tə saɪəns/ tietojenkäsittelytiede
attend /ə'tend/ ottaa osaa johonkin, olla läsnä, käydä
conference /kɒnfərəns/ konferenssi
reporter /rɪ'pɔ:tə/ reportteri, toimittaja
editor /edɪtə/ toimittaja, päätoimittaja, kustannustoimittaja
journalist /dʒɜ:nəlɪst/ journalisti, toimittaja
incredible /ɪn'kredəbl/ uskomaton
footage /futɪdʒ/ kuvamateriaali
extraordinary /ɪk'strɔ:dnri/ epätavallinen, kummallinen
***take place** /teɪk pleɪs/ tapahtua
real-time /'rɪəl,taɪm/ reaaliaikainen, ajantasainen
coverage /kʌvərɪdʒ/ selostus, reportaasi, näkyvyys, kattavuus
protest /prə'test; prəutest/ vastustaa, protestoida; vastalause, protesti
brutality /bru:'tælɪti/ raakuus, julmuus
demonstration /,demən'streɪʃn/ mielenosoitus
post online /pəust ,ɒn'lɪne/ ladata nettiin
investigative /ɪn'vestɪgətɪv/

---

politics /pɒlɪtɪks/ politiikka
sniff out /snɪf aut/ nuuskia
publish /pʌblɪʃ/ julkaista
exposure /ɪk'spəuʒə/ paljastus, altistus, altistuminen
mass media /mæs mi:di:ə/ joukkoviestimet, media
degree /dɪ'gri:/ tutkinto, oppiarvo, aste, määrä
tool /tu:l/ työkalu, väline
programmer /prəugræmə/ ohjelmoija
combine /kɒm'baɪn/ yhdistää
smart move /smɑ:t mu:v/ fiksu homma
jump at the chance /dʒʌmp æt ðə tʃɑ:ns, tʃæns/ tarttua mahdollisuuteen
network /netwɜ:k/

---

entire /ɪn'taɪə/ koko
industry /ɪndəstri/ ala, toimiala, teollisuudenala
a state of flux /ə steɪt əv flʌks/ muutostila
***bring about** /brɪŋ ə'baut/ aiheuttaa, saada aikaan
panel discussion /pænl dɪ'skʌʃn/ paneelikeskustelu
workshop /wɜ:kʃɒp/ työpaja
presentation /,prezn'teɪʃn/ esitys
investigate /ɪn'vestɪgeɪt/ tutkia
fraud /frɔ:d/

---

irregularity /ɪ,regju'lærɪti/ eroavuus
spending /spendɪŋ/ rahankäyttö
broadcaster /brɔ:dkɑ:stə/ ohjelmatoiminnan harjoittaja, televisiotoimittaja
findings /faɪndɪŋz/ löydöt
relatively /relətɪvli/ suhteellisen
field /fi:ld/ ala, pelto
data journalism /deɪtə dʒɜ:nəlɪzm/ datajournalismi
particularly /pə'tɪkjuləli/ erityisen
buzz /bʌz/ kuhina, pöhinä; pörrätä, surista
store /stɔ:/ säilyttää, varastoida; kauppa
researcher /rɪ'sɜ:tʃə/ tutkija
on hand /ɒn hænd/ paikalla
gather /gæðə/

---

coding skills /kəudɪŋ skɪlz/ koodaustaidot
thought-provoking /θɔ:trə'vəukɪŋ/

---

news aggregator /nju:z ægrɪ'geɪtə/ uutisportaali, eri medioiden uutisia kokoava sivusto
a range of /ə reɪndʒ əv/ valikoima, joukko
personalized /pɜ:sənəlaɪzd/ jollekin kohdennettu, personoitu
news site /nju:z saɪt/ uutissivu
function /fʌnkʃn/ toimia; toiminto, tehtävä
mobile device /məubaɪl dɪ'vaɪs/ mobiililaite
head /hed/ suunnata, johtaa; pää, johtaja, etuosa; pää-, huippu
appealingly /ə'pi:lɪŋli/ vetoavasti
visualization /,vɪʒuəlaɪ'zeɪʃn/ visualisointi, mielikuva
infotainment /,ɪnfəu'teɪnmənt/ uutisten esittäminen viihteellisessä muodossa, viihteen muotoon puettu tiedonjakaminen

corruption /kə'rʌpʃn/ korruptio
policy /pɒlɪsi/ toimintaperiaate, politiikka, menettelytapa, käytäntö
public /pʌblɪk/ yleisö, kansalaiset; julkinen, yleinen
snippet /snɪpɪt/ pätkä
a cause for concern /ə kɔːz fə kən'sɜːn/ huolenaihe
under pressure /ʌndə preʃə/ paineen alaisena
tremendous /trɪ'mendəs/

---

reveal /rɪ'viːl/ paljastaa

source /sɔːs/ tietolähde, lähde
arrest /ə'rest/ pidättää
jail /dʒeɪl/ pistää vankilaan; vankila
execute /eksɪkjuːt/ teloittaa
whistleblower /wɪsl,bləuə/

---

encouragement /ɪn'kʌrɪdʒmənt/ rohkaisu
note /nəut/ panna merkille, huomata, kirjoittaa ylös; merkintä, muistiinpano, viesti, nuotti, seteli
landslide /lændslaɪd/ maanvyörymä, maanvyöry
***take for granted** /teɪk fə grɑːntɪd, græntɪd/ pitää itsestäänselvänä

14D Match the beginnings and endings of the sentences so that they are in keeping with the text.

1 If you post film material and comments from a group of people at a demonstration, _____
2 Investigative journalists _____
3 The threat of exposure in the mass media _____
4 The entire industry is in a state of flux _____
5 An aggregator can _____
6 Many journalists were worried about _____
7 In some countries journalists are put _____

A create a personalized news site just for you.
B under tremendous pressure to reveal their sources.
C the trend towards infotainment.
D act like the watchdogs of democracy.
E it is one person's view of an event, not news.
F helps to keep people honest.
G because of the changes brought about by the internet.

14E Translate the sentences in exercise 14D into Finnish.

Phrase hunt

14F **Find the following expressions in the text.**

1 se ei ole sama kuin _____

2 julkaista sen kaiken netissä _____

3 tartuin mahdollisuuteen _____

4 ympäri maailmaa _____

5 loi melkoisen kuhinan _____

6 paikalla _____

7 lyhyitä pätkiä tietoa _____

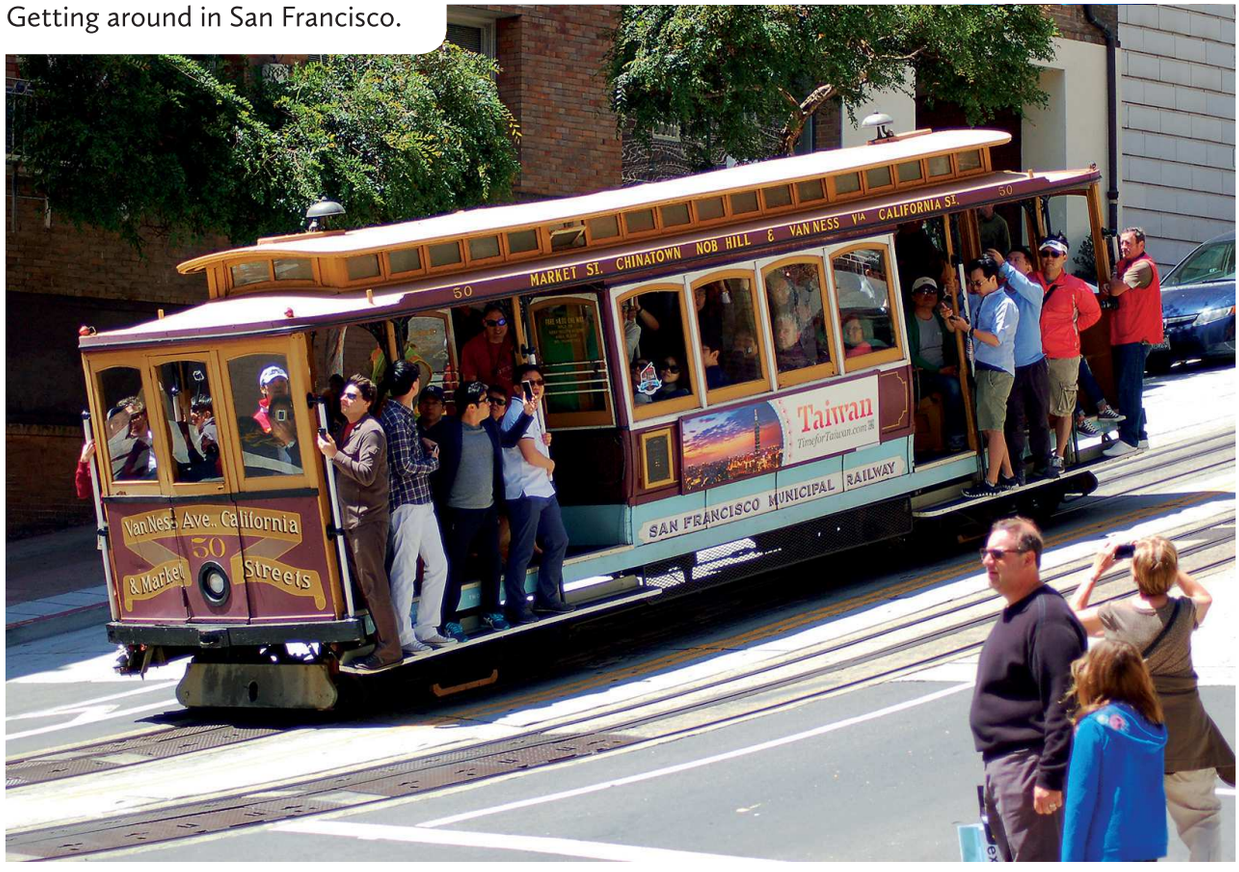
8 Uutiset ovat harvoin sellaisia

_____

9 huolenaihe _____

10 pidämme itsestäänselvyytenä _____

Getting around in San Francisco.



14G **Choose the best phrase to complete the sentences in the three news items below. Note that there are two extra phrases. All phrases are from exercise 14F. You may need to change the phrases a little.**

is not the same as	post online
will jump at the chance	on hand
take for granted	all over the world
cause for concern	create quite a buzz
news is	short snippets of information

A On July 20, 1969, a man landed on the moon. People from **1** _____ watched the grainy footage of Armstrong and Aldrin walking around for three hours, picking up bits of moon dirt and rocks. The event **2** _____, and NASA's phone lines were jammed for hours as people called in to check if the footage was real.

B **3** _____ coming through from Beijing, where Michael Phelps is racing towards yet another record. Results are being **4** _____ by spectators at the Olympic swimming pool as the American swimmer scoops up his 8th gold medal, breaking all previous records.

C The world's first cloned baby could be born within a year. Professor Severino Antinori said that there was no **5** _____, but medical experts pointed out that cloning humans **6** _____ cloning animals, condemning the entire process as unethical and dangerous. Professor Antinori pointed out that many couples **7** _____ to have a cloned child, saying that "in the future, we will **8** _____ cloned babies _____."

14H Find ten words that are hidden in the grid. They all appear in text 14.

1 valtava _____

2 ohjelmatoiminnan harjoittaja, lähettäjä _____

3 tutkiva _____

4 kuhina _____

5 jollekin kohdennettu, personoitu _____

6 viihteellinen uutisointi _____

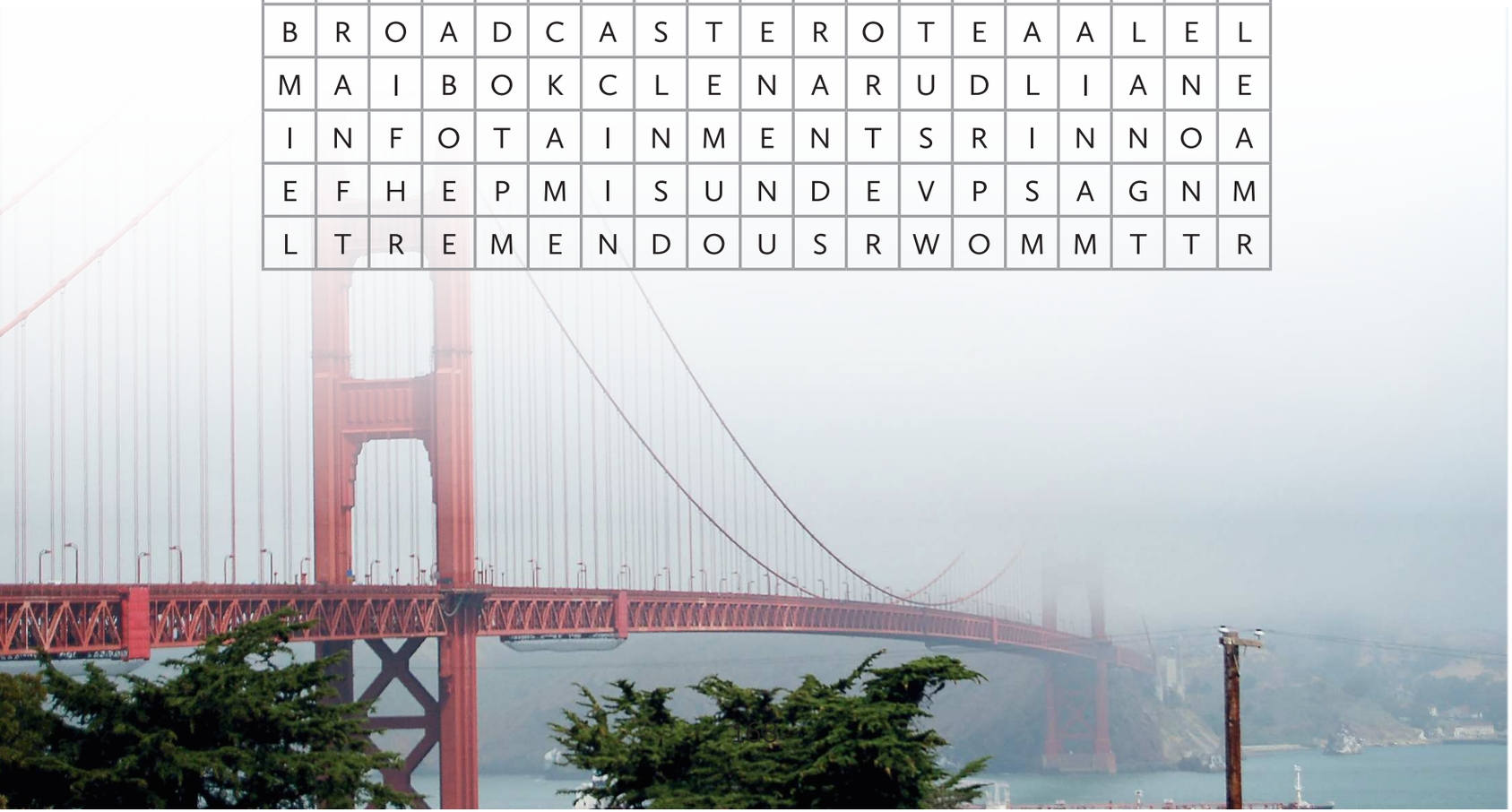
7 journalismi, lehdistötyö _____

8 reportteri, uutistoimittaja _____

9 verkostoitua; verkosto _____

10 ajatuksia herättävä _____

K	L	E	O	W	T	U	H	O	K	O	P	I	R	E	M	S	O	W
B	I	N	V	E	S	T	I	G	A	T	I	V	E	J	T	A	B	L
U	A	T	H	O	U	G	H	T	-	P	R	O	V	O	K	I	N	G
Z	W	K	O	R	K	N	E	W	S	U	R	C	L	U	E	N	T	E
Z	P	E	R	S	O	N	A	L	I	Z	E	D	U	R	X	T	A	P
A	R	N	E	T	W	O	R	K	S	I	P	L	E	N	T	E	L	P
B	R	O	A	D	C	A	S	T	E	R	O	T	E	A	A	L	E	L
M	A	I	B	O	K	C	L	E	N	A	R	U	D	L	I	A	N	E
I	N	F	O	T	A	I	N	M	E	N	T	S	R	I	N	N	O	A
E	F	H	E	P	M	I	S	U	N	D	E	V	P	S	A	G	N	M
L	T	R	E	M	E	N	D	O	U	S	R	W	O	M	M	T	T	R



INFO BOX

Media prepositions

Rule:
print media = in
electronic media = on

Example
I read the article **in** the newspaper.
I saw the news **on** TV.

14I **Choose the correct preposition for each sentence.**

1 My son spent all evening **in** / **on** the internet.
2 All my photos are stored **in** / **on** the computer.
3 There was a picture of their house **in** / **on** a women's magazine.
4 He was American, but he read about the Finnish Winter War **in** / **on** a book.
5 Some teenagers spend hours every day **in** / **on** social media.
6 Was that your daughter singing **in** / **on** the radio?
7 I spoke to my boss **in** / **on** the phone, and she said it was OK to leave early.
8 Do you have your presentation **in** / **on** your memory stick?
9 Her photo was **in** / **on** yesterday's newspaper.
10 There's a video about clever dogs **in** / **on** YouTube.

14J **Play Alias. Form groups of four and make two teams – A and B.**

- Your partner will choose a word and explain it to you. Try to guess the word within the time limit (20 seconds).
- A team scores a point when the word is guessed correctly. Keep playing until all the words have been used.

A	B
journalist	website
demonstration	fraud
whistleblower	to protest
discussion	social media
smartphone	watchdog
conference	corruption
to reveal	presentation

14K Five W's and an H. Journalists try to find answers to five questions beginning with a W, and one question beginning with an H. Work with a partner, discuss and write down what these words might be.

1 W_____?
2 W_____?
3 W_____?
4 W_____?
5 W_____?
6 H_____?

Write a mini-mini news report on any event, real or fictional, where you answer all six questions in no more than three sentences.

14L The San Francisco-based journalist Herb Caen famously said: "One day if I go to heaven... I'll look around and say that it ain't bad, but it ain't San Francisco." Listen to how a more recent traveler experienced the City by the Bay. Choose the correct alternative.

I went to San Francisco

1 What did the traveler do when she arrived in San Francisco?
   a) She didn't want to waste any time so she went on a sightseeing tour.
   b) She was so tired after the long flight that she went to her hotel and slept through the night.
   c) Despite being tired, she wanted to see a bit of San Francisco before going to bed.

2 The traveler describes Silicon Valley as...
   a) a magical and crazy place.
   b) a creative and innovative place.
   c) a place for rich and laid-back people.

3 Hippie Hill is known as...
   a) the place where the counter-culture movement started.
   b) a centre for artistic experiments.
   c) the place where the hippies live.

4 What did the traveler think of the Pride parade?
   a) It was a scary experience with too many people acting crazily.
   b) People really had a great party while supporting gay rights.
   c) It was a huge protest by gay people in the city.

5 What did the traveler find unpleasant about San Francisco?
   a) People tried to sell her marijuana.
   b) How wealthy people treated the beggars.
   c) The big emphasis on physical beauty.

14M **There are many English idioms and expressions about time. Here are eight that are often used. Three of them are from the listening exercise 14L. Match the expression with its meaning.**

1	as time goes by _____	A	when something should have been done already
2	to be behind the times _____	B	to generally use time doing something
3	to spend time _____	C	to find the time to do something important
4	time flies _____	D	the passing of time over some period
5	to make time _____	E	not to have any more time available
6	high time _____	F	when time passes very quickly
7	to kill time _____	G	to be old-fashioned
8	to run out of time _____	H	to do something to amuse yourself while waiting for something or somebody

Rainbow hair.

14N **Use the idioms in exercise 14M to complete the following sentences. You may have to change the expression a little.**

1 It's _____ you moved your business to Silicon Valley: that's where everything is happening now.

2 If you really want to get to know someone, you have to _____ _____ with them. Real time, not internet time.

3 No matter how busy you are, you should _____ _____ to read the news every day.

4 _____, the hippies cut their hair, bought suits and moved to Silicon Valley.

5 I'm sorry to interrupt you Mr President, but we've _____ _____. We thank all our guests for joining us tonight on CNN. Goodnight everyone.

6 Is it that late already? How _____ when you're having fun!

7 My parents really don't understand me – they are so _____ _____, their clocks run backwards!

8 Ben's bus is late. He will be here in 40 minutes. Shall we walk to the park to _____?

14O **Choose task A, B or C. Write about 150–250 words.**

A What news stories are you most interested in? Why?
B Write a news report of a real or fictional event that you have witnessed. Remember to answer the five W's and an H. See exercise 14K.
C Has the freedom of the press gone too far? Write a speech where you discuss this topic, concluding with your answer to the question.

14P **Project work. First do some research and then write a profile of a whistleblower. Discuss whether they were patriots, heroes, traitors or lawbreakers. See the online *How to write* section for help.**

Topic 15

Pronunciation

Intonation

Intonation describes how the voice rises and falls in speech. Finnish intonation can sound very flat compared to other languages. For example, Finns do not generally use intonation in questions or to stress certain parts of their speech.

In English the two main patterns of intonation are

- falling intonation ↘
- rising intonation ↗

15A Falling intonation is very common in wh-questions. Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. First listen to the audio and then in pairs, take turns saying the following sentences.

1 Where's the nearest pharmacy?
2 When did they arrive?
3 Which one is the president?
4 What time does the job centre close?
5 Why don't you trust the police?
6 When is the meeting?
7 Who wrote the article?
8 Which candidate represents poor people?

15B **Falling intonation is also used when we say something definite, or when we want to be very clear about something. First listen to the audio and then in pairs, take turns saying the following sentences.**

1 Nice to meet you.
2 My mom is a politician.
3 I think you are completely wrong.
4 The traditional colour of the Conservative Party is blue.
5 The demonstration was cancelled.
6 They lost the last election.
7 We have to do something about food waste.
8 Different societies have different values.

15C **Falling intonation is also used in commands. In pairs, first take turns saying the following sentences. Then listen to the audio.**

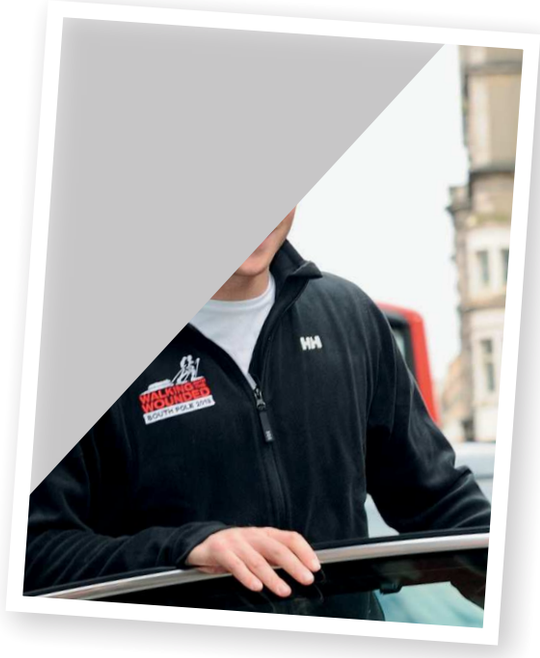
1 Fill in this form.
2 We need to see your passport.
3 Phone the hospital.
4 Don't smile at the camera.
5 Make sure you bring some ID.
6 You're under arrest.
7 Change your user name and password.
8 Please switch off your mobile phones.

15D **Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions. In pairs, take turns saying the following sentences. Then listen to the audio.**

1 I hear they were fixing the church roof. Is it ready now?
2 Are you hungry?
3 Did I get that right?
4 Jackie's our new editor. Have you met her?
5 There was a demonstration in the city centre. Did you see it?
6 Are you enjoying your visit?
7 Does she know about this?
8 Have you heard from her?

15E **Some of the following sentences have rising intonation and some have falling intonation. Try reading the sentences out loud and then mark them with an arrow to show whether the intonation at the end is rising ↗ or falling ↘. Check your answers by listening to the audio.**

1 How do you know Prince Harry? ☐
2 Was Kate there? ☐
3 Did you bring your ID? ☐
4 How long is military service in Finland? ☐
5 What's wrong? ☐ Are you angry? ☐
6 Wow, you got a summer job! ☐
What kind of job? ☐
7 You said you were looking for an apartment. ☐
Did you find one? ☐
8 Where's Donald? ☐
He is joining us, isn't he? ☐
9 Are you thirsty? ☐ Would you like something to drink? ☐
10 He should have bought a ticket. ☐ Did he get caught? ☐



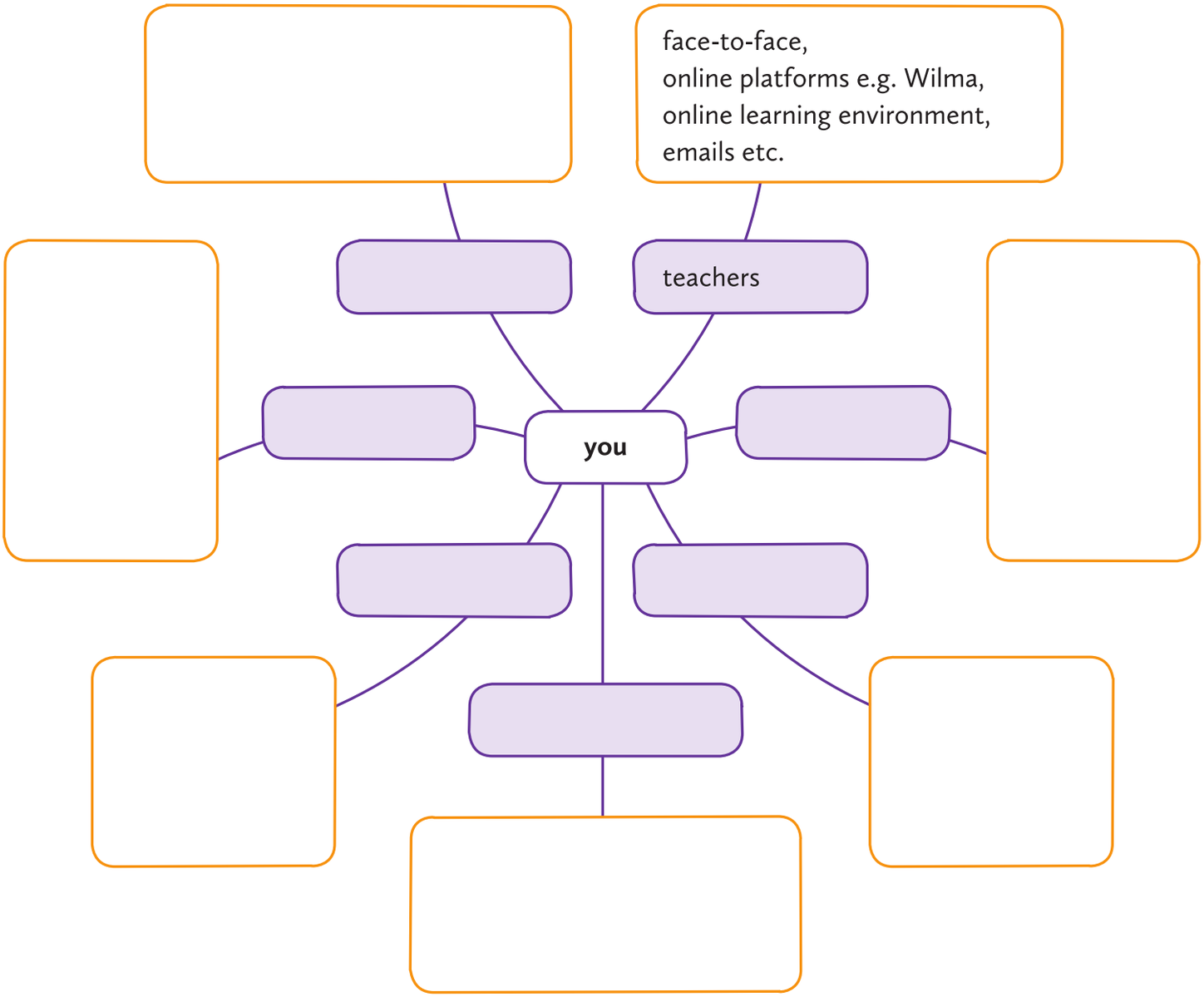
Topic 16

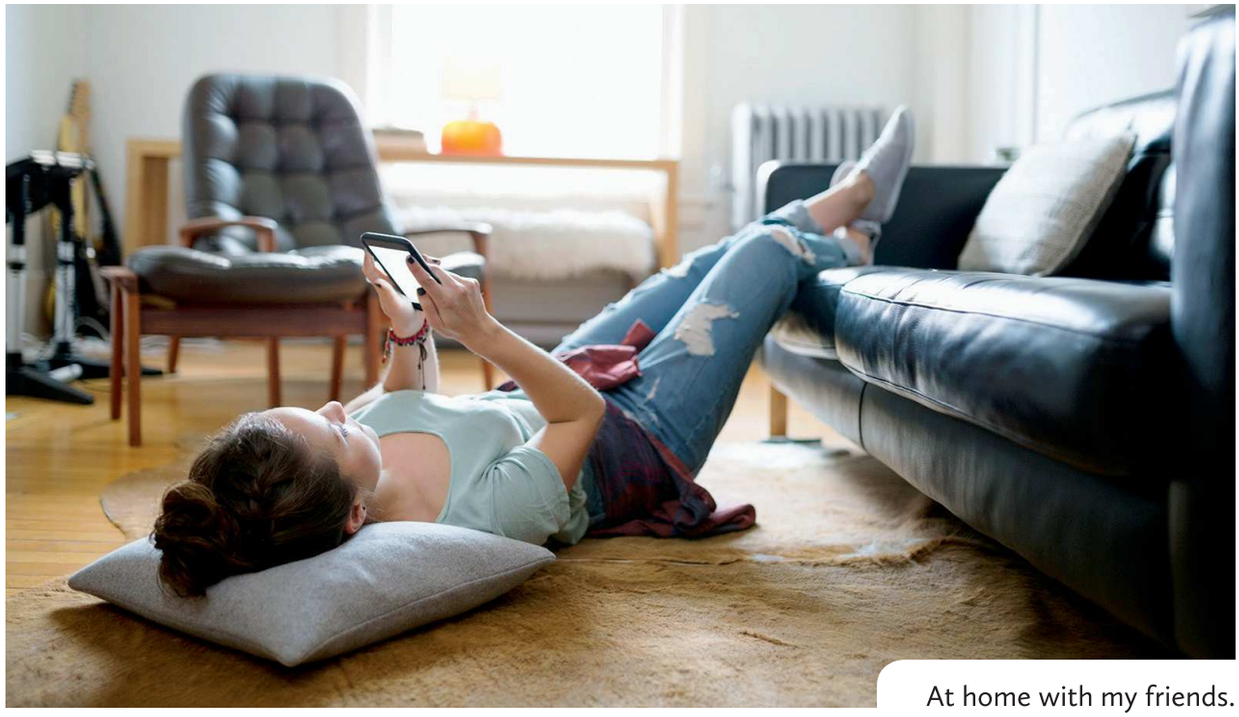
Read on

You already have zero privacy. Get over it.

(Scott G. McNealy, CEO of Sun Microsystems Inc)

16A How do you communicate with your friends, relatives, teachers or family members living abroad? List your networks in the bubbles. Then tell your partner about them. Are there any differences between people from different generations and areas?





At home with my friends.

16B **First read the following statements alone. Do you agree or disagree with them? Discuss the statements in small groups.**

		agree	disagree
1	I would love to have only one password for all my online activities.		
2	If you do not have a social network account, you are antisocial.		
3	I do not want to be electronically connected 24/7.		
4	I prefer going out to meet friends to connecting with them online.		
5	I could easily spend a weekend without an internet connection.		
6	I would like to study and work in an open-plan space.		
7	I think schools should have CCTV cameras in all classrooms.		
8	It would be great to have dorms for people who stay late at school.		

Topic 16

The Circle

In this novel, the young Mae Holland gets a job at a powerful social media company called the Circle, which is like a combination of Facebook, Google, Twitter, PayPal, and every other big online conglomerate you can think of. With its limitless profits, the company can offer its workers top-notch technology, and state-of-the art facilities: overnight accommodation, restaurants, gyms and fancy parties. In fact, the amenities at the Circle are so attractive that many employees prefer not to go home at all.

> **"Secrets are Lies. Sharing is caring. Privacy is theft."**
> (Company dictums from *The Circle*, by Dave Eggers)

Among the Circle's inventions is TruYou, a single integrated user interface that executes and streamlines all internet interactions and purchases: "One button for the rest of your life online." The company's philosophy is total transparency, and the most transparent of all is SeeChange. Cheap, lollipop-sized high-resolution cameras that can be put anywhere, recording everything, with its real time footage available to everybody. "No filter. See everything. Always."

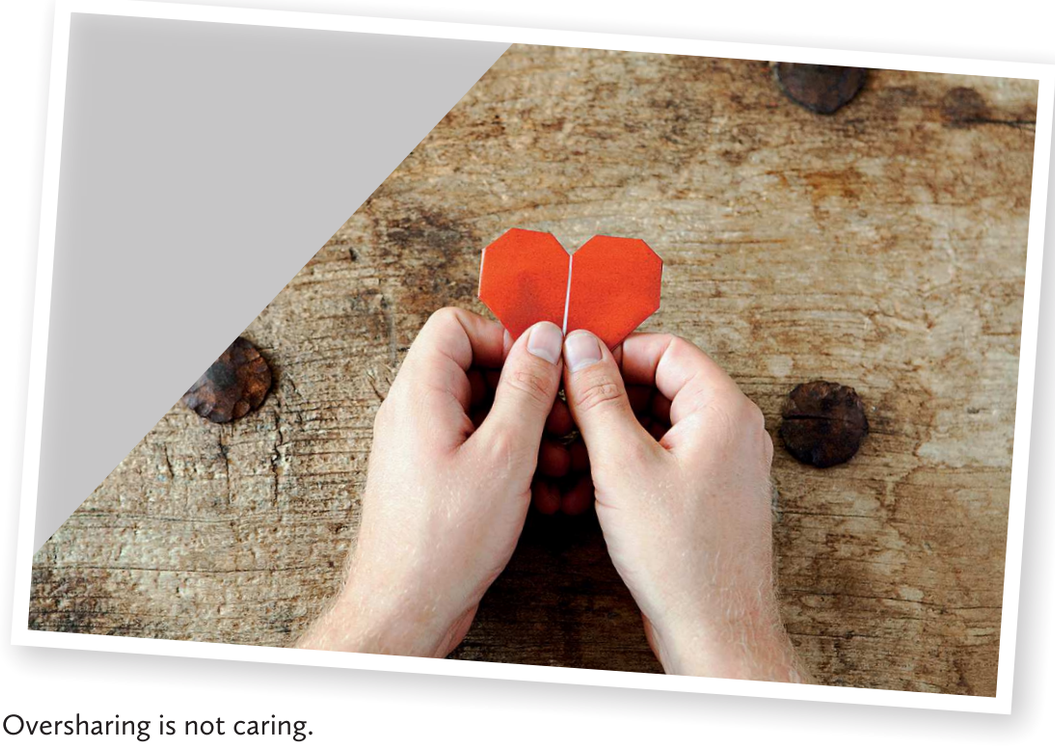
One politician starts wearing a SeeChange device all day long, allowing the public to see everything she sees and does. Soon all politicians who want to be seen as honest and "transparent" have to wear SeeChange, or risk being seen as devious, dishonest, and hiding something from the public. Mae gets her parents to install SeeChange in their home, and she herself starts wearing the small SeeChange device 24/7. Soon Mae has millions of followers online, who watch her, and her parents', every move.

Mae's ex-boyfriend Mercer has his own business, making chandeliers from antlers. He is getting increasingly worried about the intrusion of the Circle into his private life. He spends hours thinking of ways to go off the social media grid, and how to unsubscribe to mailing lists without hurting anyone's feelings. But his connection with Mae, and her connection with SeeChange, the Circle, and her millions of "friends" means that privacy is almost impossible.

In this extract, Mercer tries to get Mae to think about what she, and the Circle, are doing to people's lives.

"A few months ago, you read something about me, and remember this? When I saw you, you were so standoffish."
"That's because they said you were using endangered species for your work!"
"But I've never done that."
"Well, how am *I* supposed to know that?"
"You can *ask* me! Actually ask *me*. You know how weird that is, that you, my friend and ex-girlfriend, gets her information about me from some random person who's never met me? And then I have to sit across from you and it's like we're looking at each other through this strange fog."
"Fine. Sorry."

"Will you promise me to stop doing this?"
"Stop reading online?"
"I don't care what you read. But when you and I communicate, I want to do it directly. You write to me, I write to you. You ask me questions, and I answer them. You stop getting news about me from third parties."
"But Mercer, you run a business. You need to participate online. These are your customers, and this is how they express themselves, and how you know if you're succeeding." Mae's mind churned through a half-dozen Circle tools she knew would help his business, but Mercer was an underachiever. An underachiever who somehow managed to be smug about it.



Oversharing is not caring.

"See, that's not true, Mae. It's not true. I know I'm successful if I sell chandeliers. If people order them, then I make them, and they pay me money for them. If they have something to say afterward, they can call me or write me. I mean, all this stuff you're involved in, it's all gossip. It's people talking about each other behind their backs. That's the vast majority of this social media, all these reviews, all these comments. Your tools have elevated gossip, hearsay and conjecture to the level of valid, mainstream communication. And besides that, it's dorky."

• • •

"It's just a very different planet."

"It's different in a good way," Mae said. "There are a thousand ways it's better, and I can list them. But I can't help it if you're not social. I mean, your social needs are so minimal…"

"It's not that I'm not social. I'm social enough. But the tools you guys create actually *manufacture* unnaturally extreme social needs. No one needs the level of contact you're purveying. It impoves nothing. It's not nourishing. It's like snack food. You know how they engineer this food? They scientifically determine precisely how much salt and fat they need to include to keep you eating. You're not hungry, you don't need the food, it does nothing for you, but you keep eating these empty calories. This is what you're pushing. Same thing. Endless empty calories, but the digital-social equivalent. And you calibrate it so it's equally addictive."

• • •

Mae thought of the petition she'd signed that day, to demand more job opportunities for immigrants living in the suburbs of Paris. It was energizing and would have impact. But Mercer didn't know this, or anything Mae did, anything the Circle did, and she was too sick of him to explain it.

"And it's eliminated my ability to just talk to you." He was still talking. "I mean, I can't send you emails, because you immediately forward them to someone else. I can't send you a photo, because you post it on your own profile. And meanwhile, your company is scanning all of our messages for information they can monetize. Don't you think this is insane?"

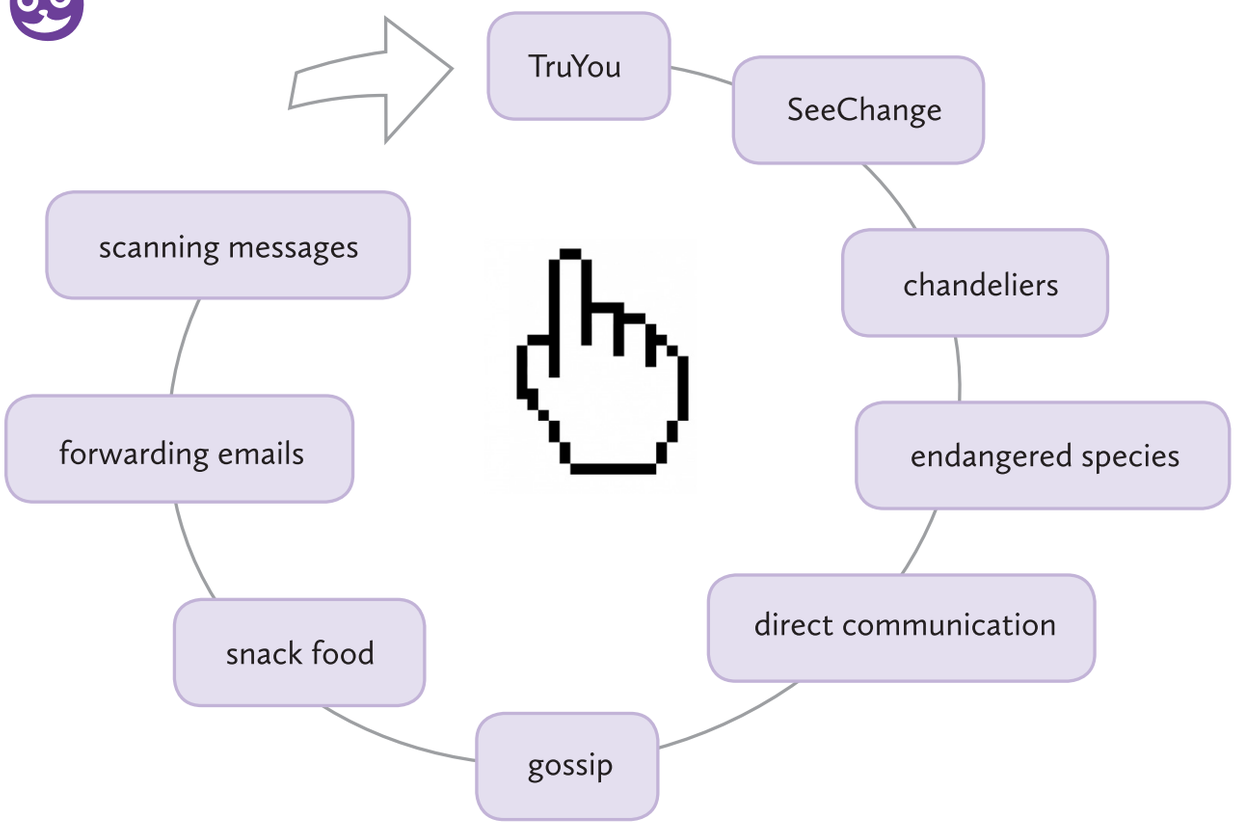
© Dave Eggers, 2013, reprinted with permission by McSweeney's Publishing

combination /ˌkɒmbɪ'neɪʃn/ yhdistelmä
conglomerate /ˌkən'glɒmərət/ monialayhtiö, konserni; koota
limitless /lɪmɪtləs/ rajaton, ääretön
profit /prɒfɪt/ voitto, tuotto, liikevoitto; tuottaa, hyötyä
top-notch /ˌtɒp'nɒtʃ/ ensiluokkainen
state-of-the art /steɪt əv ðɪ ɑːt/ huippuluokan, viimeisin
facilities /fə'sɪlətiz/ palvelut
overnight /əuvənaɪt/ yön yli, yöpyminen, yöpyä
accommodation /əˌkɒmə'deɪʃn/ asunto, asuminen, majoitus, sopeutuminen
amenities /ə'miːnɪtiːs/ palvelut
employee /ˌemplɔɪ'iː/ työntekijä
invention /ɪn'venʃn/ keksintö
integrated /ɪntɪgreɪtɪd/ kokonaisvaltainen, integroitu, yhteis-
user interface /juːzə ɪntəfeɪs/ käyttöliittymä
execute /eksɪkjuːt/ suorittaa, toteuttaa, panna täytäntöön, laillistaa
streamline /striːmlaɪn/ tehostaa, sujuvoittaa, modernisoida; virtaviiva
interaction /ˌɪntər'ækʃn/ vuorovaikutus, kanssakäyminen
purchase /pɜːtʃəs/ ostos, hankinta; hankkia, ostaa
transparency /træns'pærənsi/ läpinäkyvyys, avoimuus, rehellisyys
transparent /træns'pærənt/ avoin, rehellinen, läpinäkyvä, läpikuultava, kuulas
lollipop-sized /ˌlɒlɪpɒp'saɪzd/ tikkarin kokoinen
high-resolution /haɪ ˌrezə'ljuːʃn/ hyvin tarkka, korkea resoluutio
footage /futɪdʒ/ kuvamateriaali
filter /fɪltə/ siltteri, suodatin; suodattaa, siivilöidä, siivilöityä, tihkua
device /dɪ'vaɪs/ laite, keksintö, tunnusmerkki
devious /diːvɪəs/ epärehellinen, kiero, katala
dishonest /dɪs'ɒnɪst/ epärehellinen
install /ɪn'stɔːl/ asentaa, laittaa paikoilleen
chandelier /ʃændə'lɪə/ kattokruunu
antler /æntlə/ hirvensarvet
increasingly /ɪn'kriːsɪŋli/ yhä enemmän, kasvavassa määrin
intrusion /ɪn'truːʒn/ tunkeutuminen, sekaantuminen
grid /grɪd/ verkko, taulukko, ristikko, ruudukko
unsubscribe to /ʌnsəb'skraɪb tu/ lopettaa tilaus
standoffish /ˌstænd'ɒfɪʃ/ etäinen, vaikeasti lähestyttävä, pidättyvä
endangered /ɪn'deɪndʒəd/ uhanalainen
species /spiːʃiːz/ laji, lajit
random /rændəm/ satunnainen, sattumanvarainen
***run a business** /rʌn ə bɪznɪz/ pyörittää yritystä
participate in /pɑː'tɪsɪpeɪt ɪn/ osallistua
customer /kʌstəmə/ asiakas
express oneself /ɪks'pres wʌn'self/ ilmaista itseään
churn /tʃɜːn/ pyöriä ympäri, pyörittää kiivaasti, kuohua, kirnuta
tool /tuːl/ työkalu, väline
underachiever /ˌʌndərə'tʃiːvə/ alisuoriutuja
smug /smʌg/ omahyväinen, itseriittoinen
order /ɔːdə/ tilata, määrätä; tilaus, määräys
afterward /ˌɑːftəwəd, æftəwəd/ jälkikäteen
gossip /gɒsɪp/ juoru
vast /vɑːst/ valtava, suunnaton
majority /mə'dʒɒrəti/ enemmistö
elevate /elɪveɪt/ ylentää, kohottaa, nostaa
hearsay /hɪəseɪ/ kuulopuhe, juoru
conjecture /kən'dʒektʃə/ olettamus, arvaus; epäillä, arvailla
valid /vælɪd/ pätevä, voimassa oleva
dorky /dɔːki/ ääliömäinen
manufacture /ˌmænju'fæktʃə/ valmistaa, tehdä, tuottaa
unnaturally /ɑn'nætʃərəli/ luonnottoman
purvey /pɜːvjuː/ välittää, hankkia
improve /ɪm'pruːv/ kehittää
nourishing /nʌrɪʃɪŋ/ ravitseva
engineer /ˌendʒɪ'nɪə/ rakentaa, manipuloida; insinööri, suunnittelija
scientifically /ˌsaɪən'tɪfɪkli/ tieteellisesti
determine /dɪ'tɜːmɪn/ määritellä
equivalent /ɪ'kwɪvələnt/ vastine
calibrate /kælɪbreɪt/ kalibroida
addictive /ə'dɪktɪv/ riippuvuutta aiheuttava
petition /pə'tɪʃn/ vetoomus, anomus; tehdä vetoomus, anoa
energizing /enədʒaɪzɪŋ/ tarmoa antava, herättävä
impact /ɪmpækt/ vaikutus
eliminate /ɪ'lɪmɪneɪt/ eliminoida
monetize /mʌnɪtaɪz/ lyödä rahaksi
insane /ɪn'seɪn/ järjetön

16C Answer the questions in English.

1 What is typical of the social media company, the Circle?
2 What is said about politicians and the SeeChange device?
3 Mae is very happy in her work at a social media company. Find at least three phrases to describe her attitude towards networking online.
4 Mercer prefers direct contact between two people. Which statements in the text show this?

16D Explain in English how the following words fit into the story.

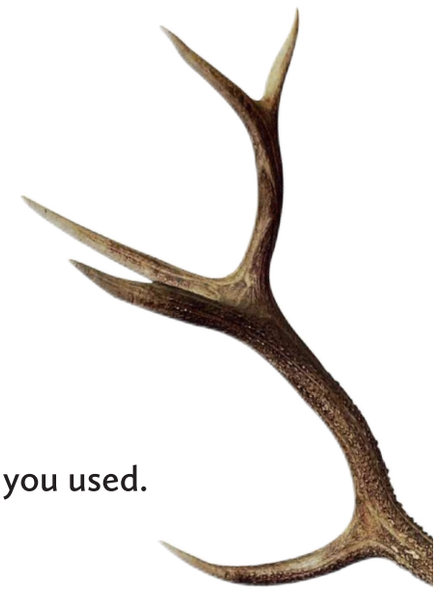


16E You are going to hear a short extract about wearable technology. After listening, answer the question.

What do you think are the pros and cons of this WorldBeing app?

16F Find the opposites of the following adjectives in text 16.

1 weak _____
2 limited _____
3 inferior _____
4 unattractive _____
5 unclear _____
6 sincere _____
7 honest _____
8 moderate _____
9 unhealthy _____
10 completed _____



16G Use the adjectives in exercise 16F in sentences or a short story. Use as many of the adjectives as possible. Underline the adjectives you used.

16H Choose the correct preposition in the following sentences.

1 David asked everyone to think carefully **on** / **about** / **with** how they use social media.
2 Joey said that social media today is a combination **of** / **with** / **on** everything he has always dreamt about, enabling him to have thousands of friends all around the world.
3 He said that he wanted to get a job **for** / - / **at** a company that develops social media further.
4 Lisa was worried **of** / **about** / **after** the loss of privacy.
5 She said that she has started thinking **of** / - / **on** ways to decrease her use of social media.
6 The head of C-All demonstrated their new camera, which was available **since** / **to** / **with** everyone who worked at the company.
7 He said that the things **on** / **for** / **of** offer for all employees at C-All were amazing.
8 Lisa said that the top-notch technology was what she liked best **in** / - / **of** all.
9 Most employees at C-All have been working at the company **at** / **since** / **for** a very long time.
10 Everyone at C-All has to wear the new camera 24/7 to show that they are not hiding anything **from** / **behind** / **of** the company. C-All's motto is: "Everything seen. All of the time."

16I Listen to a discussion about surveillance cameras. Answer the questions in English.

Big Brother is watching you

The Circle is a novel set in a surveillance dystopia. However, in the real world we are already monitored by cameras in streets, shopping centres, schools, hospitals, railway stations, airports, and car parks. Listen to three friends discussing public surveillance while waiting for a train at King's Cross Station.

1 What is said about the amount of surveillance cameras in the UK?
2 How do Katie's and Adam's opinions on surveillance differ from each other?
3 Why is the Boston marathon mentioned in the conversation?
4 What is a nanny cam and how did the person in question react to it?
5 Why doesn't Dale like the idea of body-worn videos on cops?
6 What did the guards find on the security camera at the bank where Katie's mother is working?

16J Discuss the following questions in small groups.

1 How do you feel about CCTV cameras in hospitals, shopping centres, streets, airports and children's playgrounds?
2 Have you got surveillance cameras at your school / at your working place? Why? Why not? What do you think of them?
3 Dale quotes Benjamin Franklin who said: "Those who sacrifice liberty for security deserve neither." How do you understand this quote? Do you agree?
4 If you experienced what the babysitter did (she was secretly recorded), what would you do? Do you think it was right that she posted personal information about the couple online?
5 In what kind of situations would a BWV (body-worn video) be good? Would you wear one if you were asked to? Why? Why not?
6 Dale thinks surveillance is about people not trusting each other. Do you agree? Do you trust your neighbours, schoolmates, people in the streets?
7 Do you know any real-life stories where CCTV has helped to solve a crime?
8 Where would you install a video surveillance system if you could decide?

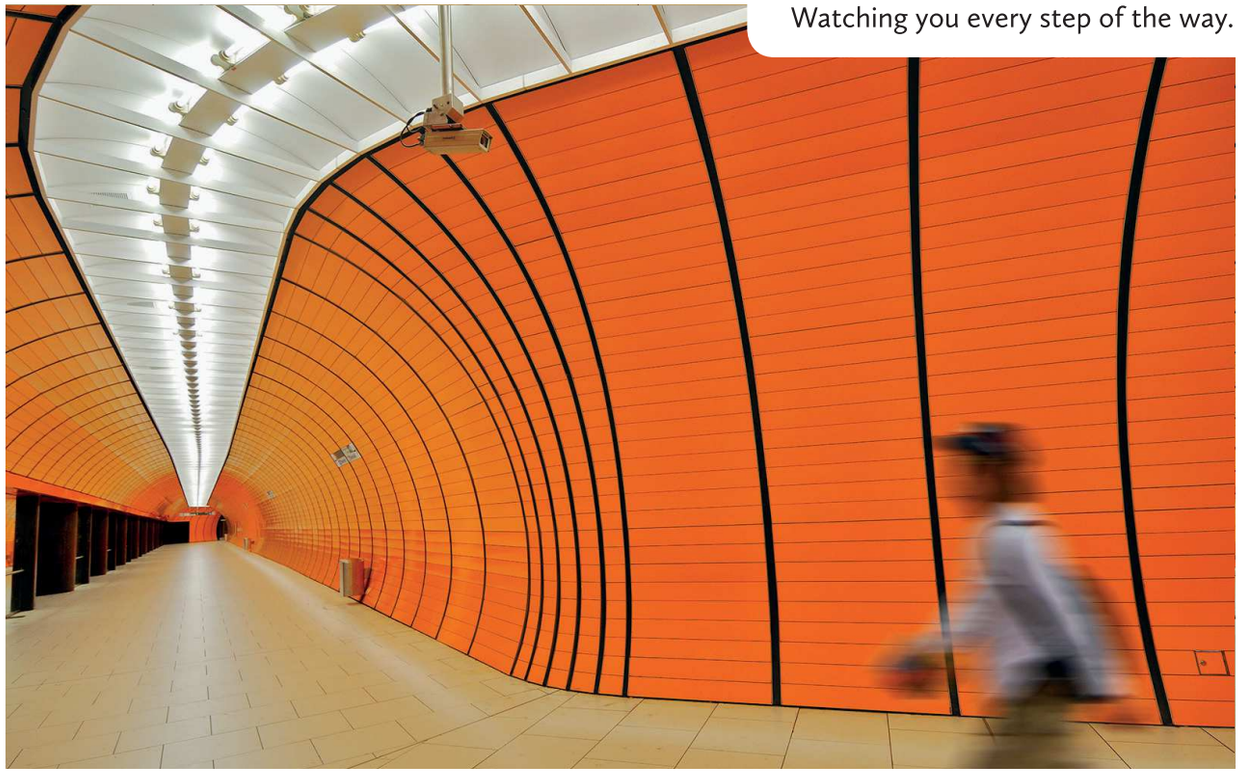
16K **Choose task A, B, C or D. Write about 150–250 words. See the online *How to write* section for help.**

A Stop texting and start talking. Are smartphones destroying our ability to communicate? Write an argumentative essay, giving examples from your own experience to illustrate your point of view.

B You get a brand new smartphone and are very happy with it. Your friend refuses to get a smartphone. Write a dialogue between the two of you, where you discuss the pros and cons of smartphones in society today. Start with this line:
Your friend: More than 2.5 billion people voluntarily wear a tracking device – their smartphone. How can this be good?
You:

C You have developed a clever new social media app. Write an email to the managing director at a tech company explaining what your app can do, and why they should invest in your idea.

D You have been contacted by a representative of the Circle, the company mentioned in text 16. They have asked you to wear their SeeChange device 24/7, which will stream everything you see and do online in real time. You are offered a salary of €10,000 a month. Write an email to the company, explaining why you accept or reject their offer. Give reasons for your decision.



Watching you every step of the way.

9B Work in pairs. You and your partner both have questions about the USA. You also have clues to give your partner if they do not know the answer right away. Ask each other the questions.

- If you immediately guess the correct answer, you get 100 points.
- If you guess the answer after the clue, you get 50 points.

Quiz USA

Student A: Turn to page 95.
Student B: Use the questions on this page.

Questions and clues

Your partner's points

1	Name one president of the United States who has won the Nobel Peace Prize. Clue: One was born in Hawaii and was the 44th president. The children's toy teddy bear was named after another president.	
2	What can you see on Mount Rushmore in South Dakota? Clue: Something has been carved into the face of the mountain.	
3	What is the largest state of the USA by area? Clue: The USA bought this area from the Russian Empire in 1867.	
4	Which famous place in the USA is called "Tinseltown"? Clue: Filmstars can be seen there.	
5	What is the highest mountain peak in the USA? A. Mount Diablo, California B. Denali (Mount McKinley), Alaska C. Mauna Kea, Hawaii. Clue: The Native American name of the mountain means "The Great One".	
6	What is the nickname of the national flag of the USA? Clue: Think of the shapes that are on the flag.	
7	On what day is Independence Day celebrated in the USA? Clue: The month was named after Julius (Caesar).	
8	How much is a dime worth? Clue: The coin is worth one tenth of a dollar.	

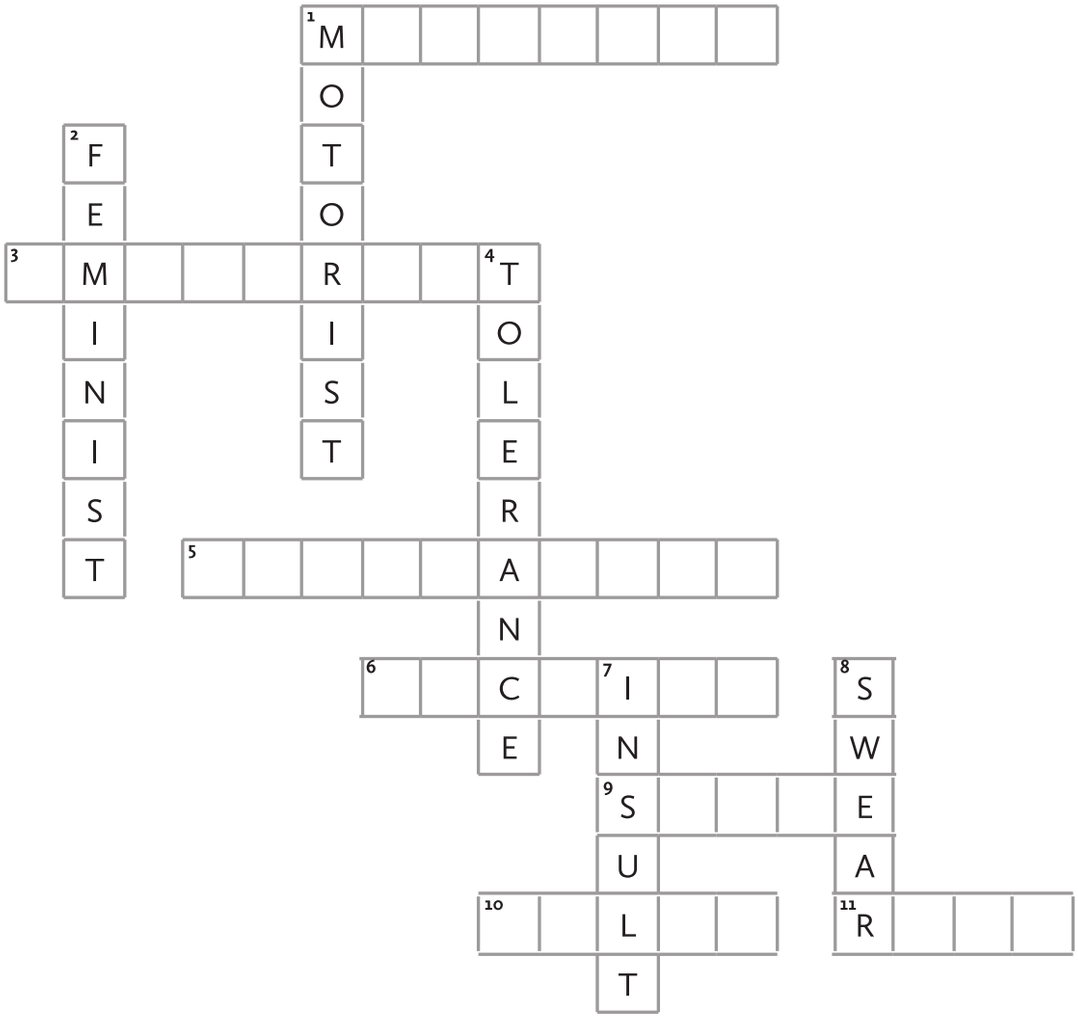
total: _____

A's answers

1 Barack Obama 2009, Jimmy Carter 2002, Woodrow Wilson 1919, Theodore "Teddy" Roosevelt 1906.
2 Sculptures of four US presidents carved into the mountain (George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln).
3 Alaska
4 Hollywood
5 Denali (Mount McKinley)
6 The Stars and Stripes
7 The fourth of July
8 It's 10 cents.

13H Talking crossword. You and your partner both have the same crossword, but half the words are missing in each version. Give each other clues in English to fill in the missing words.

Student A: Turn to page 156.
Student B: Use the crossword on this page.



Apuverbit · Modal verbs

In pairs, take turns to read the arguments for and against strict school rules and translate them.

for	against
1 Schools simply must have rules. That is how it has always been.	2 If the rules are too strict, children cannot express their creativity.
3 Everybody has to follow the rules.	4 Rather than just giving the rules, teachers could write the rules together with the students.
5 School rules may prevent bullying and accidents from happening.	6 Strict school rules might cause more trouble than, for example, a more realistic set of "Guidelines for behaviour."
7 School rules can help children to adjust to other rules.	8 School rules should be linked more to the general rules of society, and less to what a specific school wants.
9 Without rules, students would not be able to learn because of undisciplined students misbehaving in class.	10 Students should be allowed to write their own school rules.

G1 Find the following expression in the sentences and underline them.

1 täytyy olla
2 eivät voi ilmaista
3 täytyy noudattaa
4 voisivat kirjoittaa
5 saattavat ehkäistä
6 saattaisivat aiheuttaa
7 voivat auttaa
8 pitäisi yhdistää
9 eivät kykenisi oppimaan
10 pitäisi antaa lupa kirjoittaa

Alleviivatuissa rakenteissa on käytetty vaillinaisia apuverbejä esim. can, may, must. Niitä kutsutaan vaillinaisiksi, koska niiltä puuttuu aikamuotoja. Puuttuvat aikamuodot korvataan muilla ilmauksilla (ks. taulukko s. 204).

Vaillinaiset apuverbit
- eivät koskaan saa yks. 3. persoonan s-päätettä. *She can drive.*
- niiden jälkeen ei koskaan tule to-partikkelia. *He must go.*
- kysymyksissä ja kielloissa ei käytetä do-apuverbiä. *Can you drive? I can't drive.*

G2 Choose the correct expression and translate it into Finnish.

1 Passengers were only **could** / **allowed to** take one item of hand luggage on board.
2 When you flew back from the US, **were you able to** / **can you** put your heavy hand luggage into the overhead compartment by yourself?
3 Fortunately, you did not **must** / **have to** weigh your hand luggage before boarding the plane!
4 According to the safety rules, all of us **should** / **could** read the safety instructions before the plane takes off.
5 Last spring, she **had to** / **might** study very hard for the final examinations.
6 Tuan moved from Vietnam to Finland a year ago. It is a small miracle that he **can** / **might** already speak such good Finnish.

Can · could · be able to

Read the sentences and translate them into Finnish. Pay special attention to how you translate *can*, *could* and *be able to*.

1 Heroism can take many forms.
2 At what age can you get a part-time job?
3 The robber panicked when he saw that he couldn't get out.
4 Kaley was able to save her friend's life.
5 I haven't been able to sleep because I've been reading horror stories.
6 Rob can't have stopped the robber. That just can't be true!
7 Anything could have happened when the shark noticed the girl in the water.

Apuverbit can ja could

- Apuverbi **can** ilmaise osaamista, taitoa ja pystymistä. **Can** voi ilmaista myös tilaisuutta.

  I **can** reach the top shelf.
  I **can** drive a jet ski.

- **Can**-apuverbiä käytetään vain preesensissä.
- **Can**-verbin kielteinen muoto on **can't** tai **cannot**.

  I **can't**/**cannot** go to school today, I don't feel well.
  En voi mennä kouluun tänään, minulla on huono olo.

- Imperfektissä käytetään muotoa **could**. **Could** tarkoittaa myös konditionaalia 'voisi, osaisi'.

  I **could** swim when I was five. (kyseessä taidon ilmaiseminen)
  Osasin uida kun olin viiden.

  I **could** go to the post office for you if you like.
  Voisin mennä postiin puolestasi, jos haluaisit.

- Kysymys muodostetaan käänteisellä sanajärjestyksellä.

  Can/**Could** your teacher help you with the project?
  Voiko/Voisiko opettajasi auttaa sinua projektissa?

Eri aikamuodot ja be able to

- **Can** (preesens), **could** (imperfekti): muissa aikamuodoissa käytetään be able to -rakennetta.

  I **won't be able to** finish my project by tomorrow.
  En pysty / kykene saamaan projektiani valmiiksi huomiseen mennessä.

  I **was able to** help my neighbour because I was going to the post office anyway.
  Pystyin auttamaan naapuriani, koska olin menossa postiin joka tapauksessa.

  My neighbour **hasn't been able to** post the letter because he is ill.
  Naapurini ei ole pystynyt postittamaan kirjettä, koska hän on sairas.

- **Be able to** -rakennetta voi käyttää kaikissa aikamuodoissa. Se ilmaisee kykyä tai pystymistä.

Huomaa:
Know how to -rakennetta voidaan käyttää myös merkityksessä 'osata'.

I **know how to** scuba dive.

G3 In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English. Your partner will check your answers.

	A	B
1	Voitko auttaa? Tarvitsen tietoja Yhdysvaltojen laeista.	**Can you help me? I need some information on/about American laws.**
2	**Sure, what can I do for you?**	Tietysti. Mitä voin tehdä hyväksesi?
3	Minkä ikäisenä voi saada ajokortin Teksasissa?	**At what age can you get a driver's license in Texas?**
4	**At 16, / When you're 16, but such a young driver cannot / can't / isn't allowed to drive at night.**	16-vuotiaana, mutta niin nuori kuski ei saa ajaa yöllä.
5	Ai. Luulin, että sen voisi saada jo aikaisemmin.	**Oh, I thought you could get it even earlier.**
6	**Well, there is an exception. If a family member is ill, you can get a restricted license at 15.**	No, on olemassa poikkeus. Jos perheenjäsen on sairas, voi saada erikoisajoluvan 15-vuotiaana.

Can-apuverbin kielteistä muotoa käytetään myös merkityksessä 'ei voi olla totta' ilmaisemaan epäuskoa ja ihmetystä.

- Nykyhetki: **can't / cannot**

  You **can't** fail the exam! You have studied so hard for it.
  Et voi reputtaa / Ei ole mahdollista, että reputat kokeessa!
  Olet lukenut siihen niin kovasti.

- Mennyt aika: **can't have + pääverbin 3. muoto** (can't have been)

  Surely your brother hasn't told that story to anybody.
  He **can't have been** that stupid.
  Varmastikaan veljesi ei ole kertonut sitä tarinaa kenellekään.
  Hän ei ole voinut olla niin typerä.

Huomaa:

You **cannot buy** cigarettes in New York until you are 21.
New Yorkissa ei saa ostaa savukkeita ennen kuin on 21.

You **could have told** me.
Olisit voinut kertoa minulle.

G4 Fill in the gaps using the Finnish hints.

1 As soon as my friend and I turn eighteen _____
on our own. (voimme matkustaa)

2 Last summer we won some money and _____
flights to Asia. (pystyimme ostamaan)

3 I have some relatives there and I _____ them at last.
(pystyin vierailemaan)

4 I _____ to China next year because
I'm going to Japan. (en voi mennä)

5 I _____ you would like to go to China, too!
(en voi uskoa)

6 You _____ any reservations yet. Let's do it together.
(et ole voinut tehdä)

May · might · be allowed to

Read the sentences and translate them into Finnish.
Pay special attention to how you translate *may* and *might*.

1 If you donate blood or an organ, you may save lives.
2 If one of my sisters or brothers were very ill, I might donate a kidney.
3 May we record your presentation? / Can we record your presentation?
– No, you may not, I'm afraid. / No, I'm afraid you cannot.
4 The visitors may not know that recording the presentation is not permitted.
5 Mobile phones may not be used on the premises. They affect the performance of the equipment.
6 We were not allowed to use our phones on the plane.

Apuverbi may

- Apuverbi **may** tarkoittaa, että joku saa tai jollain on lupa tehdä jotakin.
- Sitä käytetään vain preesensissä. Muissa aikamuodoissa käytetään **be allowed to** -rakennetta.

  Only staff members **may** use this door.
  Vain henkilökunnan jäsenet saavat käyttää tätä ovea.

  I **wasn't allowed to** drive before I had my driving licence.
  En saanut ajaa autoa ennen kuin sain ajokortin.
- Jos pyydetään lupaa tai annetaan lupa, *can*-verbiä voidaan usein käyttää vaihtoehtoisesti may-verbin kanssa.

  May I close the window? / **Can** I close the window?

Apuverbit may ja might

- **May**-apuverbiä käytetään myös merkityksessä ’saattaa, ehkä’.
- **Might** on konditionaalimuoto ja tarkoittaa ’saattaisi, ehkä tekisi’.
- **May** ilmaisee konkreettista lupaa tehdä jotain, **might** on puolestaan epätodennäköisempää.

Nykyhetki: may/might + perusmuoto

It **may** be a good idea to donate blood.
Saattaa olla hyvä ajatus luovuttaa verta.

I **might** donate blood if I wasn’t underage.
Saattaisin luovuttaa verta, jos en olisi alaikäinen.

Mennyt aika: may/might have + pääverbin ed-muoto/3. muoto

My friend **may have applied** for the job I found online.
Ystäväni on saattanut hakea paikkaa, jonka löysin netistä.

They **might have chosen** me if I had applied for the job.
He olisivat saattaneet valita minut, jos olisin hakenut työpaikkaa.

G5 **Instead of the word perhaps, use *may* or *might* in the sentences below. The first one has been done for you. You may have to change the sentence a little.**

1 You are perhaps an everyday hero in your job.
→ You might be an everyday hero in your job.

2 As a social worker, perhaps you’ll save somebody’s life one day.
3 You will perhaps see children in trouble and think about how to help them.
4 Talking to them would perhaps be the best way to start.
5 Perhaps they are not coping with schoolwork.
6 You would perhaps have to call their parents.
7 In special cases you will perhaps want to adopt a child who needs a good home.

G6 Fill in the gaps using the Finnish hints.

Legal ages

1 In New Zealand children _____ (voivat aloittaa) school at the age of five.

2 According to the law in New Zealand, parents _____ (eivät saa jättää) children under 14 alone at home.

3 But when I was 14, I _____ (sain olla lapsenvahtina, babysit) a child in Canada!

4 In England, I _____ (olen saanut työskennellä) part-time since I was 13.

Choosing a school

5 After doing some research, _____ (pystyin valitsemaan) the best school in the city.

6 I _____ (olisin saattanut päätyä) in a different school if I had listened to my parents.

7 I think I'm in the best school now. I _____ (en olisi voinut tehdä) a better choice.

G7 Translate into English.

An unusual hero

1 Oletko sitä mieltä, että eläin voi olla sankari?
2 Pennsylvaniassa Lulu-niminen sika pystyi pelastamaan omistajansa hengen.
3 Omistaja ei pystynyt liikkumaan, koska oli saanut sydänkohtauksen.
4 Lulu ei tietenkään osaa haukkua, mutta se lähti talosta, juoksi tielle ja pystyi pysäyttämään auton.
5 Omistaja olisi saattanut kuolla, jos auton kuljettaja ei olisi tarkistanut, kenen sika istui tiellä.

Must · have to

Read the sentences and translate them into Finnish. Pay special attention to how you translate *must* and *have to*.

1 Sam must take more driving lessons.
2 He had to take the driving test again yesterday.
3 So far he has had to take the test three times.
4 He really mustn't lose his temper while driving.
5 In the future, he will have to keep a cool head while taking the test.
6 I am delighted that I don't have to sit in the car with him.
7 I got my driving licence ten years ago. It must be quite expensive these days.
8 Sam's parents must have been quite disappointed when he didn't pass the driving test.

Apuverbit must, have to

- Apuverbi **must** ilmaisee pakkoa tai täytymistä.
- Sitä käytetään vain preesensissä. Kaikissa muissa aikamuodoissa käytetään korvaavaa muotoa **have to**. **Have to** -muotoa voi käyttää myös preesensissä.

  Sam, you **must** / **have to** wear a seatbelt when you drive.
  Sam, sinun täytyy käyttää turvavyötä ajaessasi.

  I **had to** pay a fine for speeding yesterday.
  Minun täytyi maksaa ylinopeussakko eilen.

  I **have** never **had to** change a flat tyre.
  Minun ei ole koskaan tarvinnut vaihtaa puhjennutta rengasta.

- Kielto- ja kysymyslauseissa **have to** -verbin kanssa tarvitaan **do**-apuverbi.

  When **do** motorists **have to** change to winter tyres?
  Milloin autoilijoiden pitää vaihtaa talvirenkaat autoon?

Huomaa:
Must on voimakkaampi ilmaisu kuin **have to**.

Police officer: You **must** cross the road here.
Sinun on pakko ylittää tie tästä kohtaa.

Friend: You **have to** cross the road here.
Sinun täytyy ylittää tie tästä kohtaa.

must not, mustn't ei saa

You **must not** drive under the influence of alcohol.
Autoa ei saa ajaa alkoholin vaikutuksen alaisena.

don't have to ei tarvitse

I **don't have to** spend a lot of money on petrol because I usually use public transport.
Minun ei tarvitse käyttää paljon rahaa polttoaineeseen, koska käytän yleensä julkista liikennettä.

G8 Choose the correct alternative.

1 I **must see** / **had to see** my driving instructor yesterday.
2 **Did you have to pay** / **Must you pay** for the driving licence yourself last year?
3 You **mustn't** / **don't have to** use a smartphone when driving.
4 You **don't have to** / **mustn't** be a member to try go-kart racing on an indoor track.
5 Sarah's ill so they **must have** / **have had to** change their plans.
6 We **didn't have to** / **mustn't** pay for the damage after all.
7 When do you **have to** / **must** leave for school? I can give you a lift.
8 We **had to** / **must** sell our car because we could not afford the insurance payments.
9 You **mustn't** / **didn't have to** tell dad about the speeding ticket. He will be furious if he hears about it.
10 To get a driver's permit in the USA, a minor **must** / **mustn't** get signed permission from a parent or guardian.

Must-apuverbiä käytetään myös merkityksessä 'varmaan, täytyy olla'.

Nykyhetki:	**must be**	on varmaan, täytyy olla
Mennyt aika:	**must have +pääverbin 3. muoto** (must have been)	oli varmaan, on varmaan ollut

The car **must be** here somewhere. I remember parking it in this car park.
Auton täytyy olla jossain täällä. Muistan pysäköineeni sen tälle paikoitusalueelle.

The Brewsters **must have got** lost on the way here. They are over an hour late.
Brewsterit ovat varmaan eksyneet matkalla tänne. He ovat yli tunnin myöhässä.

G9 In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English. Your partner will check your answers.

	A	B
1	Leyla on varmaan sairas tänään koska hän ei ole tunnilla.	**Leyla must be ill today because she is not in class.**
2	**Harry has been studying all day. He must be really tired.**	Harry on opiskellut koko päivän. Hänen täytyy olla todella väsynyt.
3	Leroy on varmaan myöhästynyt bussista. Hän on taas myöhässä.	**Leroy must have missed the bus. He is late again.**
4	**Ms Harris must have been joking when she promised to give us all an A+ in history.**	Ms Harrisin on täytynyt vitsailla kun lupasi antaa meille kaikille A+ historiasta.
5	Sinun täytyy tuntea Charlie. Hän kävi samaa alakoulua kuin sinä.	**You must know Charlie. He went to the same primary / elementary school as you.**
6	**Mr Willis must be getting old. He forgot to give us homework.**	Mr Willis on varmaan tulossa vanhaksi. Hän unohti antaa meille kotiläksyjä.

G10 Fill in the gaps using the Finnish hints.

1 Larry, you _____ this new crime novel!
It is a real page-turner. (täytyy lukea)

2 Lately I _____ at weekends,
so I haven't gone out with my friends for ages. (on täytynyt tehdä töitä)

3 Dad, you _____ about the car.
I promise I will drive very carefully tonight. (ei tarvitse olla huolissasi)

4 Oh no! I have gained two kilos since Christmas. I really _____
_____ so much chocolate. (en saa syödä)

5 What time _____ yesterday?
I heard your swimming practice started at 6 am. (sinun piti nousta ylös)

6 _____ the rules to achieve a goal?
(Onko sinun koskaan täytynyt rikkoa)

7 It's -25°C degrees and you are wearing sneakers? You _____
freezing! (olet varmaan)

8 It seems we are out of milk. Mom _____
to buy a new carton yesterday. (on varmaan unohtanut)

Other ways to express obligation

Must ja **have to** -muotojen lisäksi pakkoa tai täytymistä voi ilmaista myös seuraavin tavoin.

- **be forced to / be compelled to / be obliged to** täytyä, olla pakko

  Mr Rush, you **are obliged to** pay traffic fines even when you are driving abroad.
  Herra Rush, teidän täytyy maksaa liikennesakot myös ulkomailla ajaessanne.

- **need to** tarvita, täytyä

  Do I **need to** take an eye test to renew my driving licence?
  Täytyykö minun käydä näöntarkastuksessa uusiakseni ajokorttini?

- **don't need to, needn't** ei tarvitse, ei täydy

  You **don't need to** / **needn't** worry about the driving test.
  Sinun ei tarvitse olla huolissasi ajokokeesta.

- **needn't have + 3. muoto** ei olisi tarvinnut

  You **needn't have come**. The test has been cancelled.
  Sinun ei olisi tarvinnut tulla. Koe on peruutettu.

- **should** pitäisi

  People driving over the speed limit **should** get stiff fines.
  Ylinopeutta ajavien ihmisten pitäisi saada isot sakot.

- **ought to** pitäisi

  There **ought to** be more bicycle lanes in the city centre.
  Kaupungin keskustassa pitäisi olla enemmän pyöräkaistoja.

- **should have + 3. muoto** olisi pitänyt

  To avoid the collision, the vehicle **should have stopped** at the stop sign.
  Ajoneuvon olisi pitänyt pysähtyä stop-merkin kohdalla välttääkseen törmäyksen.

Muita ilmauksia

- **would do** oli tapana tehdä

  When I was a child, we **would go** for a walk in the woods on Sundays.
  Kun olin lapsi, meillä oli tapana käydä kävelyllä metsässä sunnuntaisin.

- **used to do** oli tapana, teki ennen (vain imperfektissä)

  I **used to walk** to school every day when I was a child.
  Minulla oli tapana kävellä kouluun joka päivä kun olin lapsi.

- **be used to doing** olla tottunut tekemään

  I **am used to riding** my bike to work in the morning.
  Olen tottunut pyöräilemään töihin aamuisin.

- **get used to doing** tottua tekemään

  It will take some time for me to **get used to driving** a car again.
  Kestää jonkin aikaa ennen kuin totun taas ajamaan autoa.

G11 Choose the correct alternative.

1 Aunt Dora has always been good to me, so even though it was a five-hour drive to York, I felt I ... take her old friends there.
a) was obliged to b) was used to c) needn't

2 Before the new motorway was built, this town ... be so peaceful.
a) get to used to b) ought to c) used to

3 Perhaps we ... to help the couple with a flat tyre, but they seemed to be doing alright.
a) needn't b) were compelled c) should have stopped

4 As I couldn't find a free parking place, I ... pay £25 for four hours in a private car park.
a) should b) was forced to c) didn't need to

5 Five years ago, I drove to work on my own, but nowadays I ... carpooling instead.
a) am used to b) used to c) would

6 I filled the petrol tank to the brim today, so you ... refuel for a couple of days at least.
a) should b) needn't c) get used to

7 In the good old days we ... go on bike rides in the countryside every weekend.
a) would b) ought to c) needn't have

8 I am trying to ... my brand new fat bike. It's so different from the old granny bike I had for 10 years.
a) used to b) need to c) get used to

G12 Translate the sentences into English.

1 Näytät tosi väsyneeltä. Sinun täytyy mennä aikaisemmin nukkumaan.
2 Miksi meidän täytyy mennä töihin niin aikaisin joka aamu?
3 Sinun ei tarvitse herättää minua joka aamu. Olen tottunut nousemaan kello kuusi.
4 Minulla oli tapana aloittaa aamuni juomalla kuppi vahvaa kahvia.
5 Kun asuin Englannissa, totuin juomaan teetä monta kertaa päivässä.
6 Eilen minun täytyi tavata vanha ystäväni vaikka minun olisi pitänyt tehdä läksyni.
7 Bella on vähän vanhempi kuin minä, joten hänen täytyy olla 25 vuotta vanha.
8 Olet varmaankin kuullut hänen yrityksestään EazyCarpool? Minun olisi pitänyt sijoittaa siihen kun minulla oli mahdollisuus.

G13 Choose the correct alternative.

Act your age

Years ago, I **1** ____ work in a cinema. Every day young people **2** ____ come up to the ticket counter and try to buy a ticket for a movie they were not old enough to watch. Cinemas **3** ____ by law to prevent children viewing films aimed at adults. Over the years I **4** ____ telling young cinemagoers that to see a film rated 18 you **5** ____ be 18. It was that simple.

While I **6** ____ children trying their luck, I expected more of adults. Parents really **7** ____ know better. They **8** ____ not try to break the law. For example, the certificate 12A means that an adult **9** ____ accompany a child, who is at least 12 years old. You **10** ____ not bring in children who are younger.

Parents **11** ____ think about the effect of exposing young children to inappropriate content. And if they don't, then the cinema staff are **12** ____ make sure the rules are followed.

I remember I **13** ____ ask one father the age of the girl holding his hand. "Twelve," he said.

I paused, wondering how to handle the situation, but I **14** ____ worried. The girl looked up at me. "Dad **15** ____ counting in dog years," she said. "I'm really six."

1	a) used to	b) was used to	c) get used to
2	a) needed to	b) ought to	c) would
3	a) must	b) are compelled	c) should have stopped
4	a) got used to	b) was forced to	c) didn't need to
5	a) needed to	b) used to	c) needn't
6	a) would	b) was obliged to	c) was used to
7	a) used to	b) ought to	c) must
8	a) would	b) should	c) have to
9	a) used to	b) need to	c) has to
10	a) used to	b) forced to	c) must
11	a) should	b) needn't	c) have compelled to
12	a) ought to	b) obliged to	c) used to
13	a) must	b) had to	c) forcing him to
14	a) having to	b) ought to have	c) needn't have
15	a) must be	b) would	c) used to

Modals in a nutshell

APUVERBI	CAN *voi, pystyy, kykenee, osaa*	MAY *saa, on lupa, saattaa, on ehkä*	MUST *täytyy, on pakko, on varmaankin*
preesens	She **can** walk.	You **may** speak.	I **must** leave.
imperfekti	She **could** walk.	-	-
KORVAAVA MUOTO ↓		↓	↓
	be able to	**be allowed to**	**have to**
preesens	She **is able to** walk.	You **are allowed to** speak.	I **have to** leave.
imperfekti	She **was able to** walk. / She **could** walk.	You **were allowed to** speak.	I **had to** leave.
perfekti	She **has been able to** walk.	You **have been allowed to** speak.	I **have had to** leave.
plus-kvamperfekti	She **had been able to** walk.	You **had been allowed to** speak.	I **had had to** leave.
futuuri	She **will be able to** walk.	You **will be allowed to** speak.	I **will have to** leave.
1.konditionaali	She **would be able to** walk.	You **would be allowed to** speak.	I **would have to** leave.
2.konditionaali	She **would have been able to** walk	You **would have been allowed to** speak.	I **would have had to** leave.

G14 In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English. Your partner will check your answers.

	A	B
1	Minun ei tarvitse ottaa sateenvarjoa, koska ei sada.	**I don't need to / do not have to / needn't take my umbrella as it is not raining.**
2	**Perhaps/Maybe you should take an umbrella because it / since it / as it might/may rain later.**	Ehkä sinun pitäisi ottaa sateenvarjo, koska saattaa sataa myöhemmin.
3	Voinko kävellä nurmikolla tässä puistossa?	**May/Can I walk on the grass in this park?**
4	**No, you have to / must stay on paths.**	Et, sinun täytyy pysyä poluilla.
5	Kun olin lapsi, pystyin pidättämään henkeäni kolme minuuttia.	**When I was a child I could / was able to hold my breath for three minutes.**
6	**I'm sure you can't / are not able to do it. Show me!**	Olen varma, että et pysty tekemään sitä. Näytä minulle!
7	Pystytkö seisomaan päälläsi pidempään kuin minuutin?	**Are you able to stand on your head for more than a minute?**
8	**Carrie must have been lying when she said she could do / would be able to do it for five minutes.**	Carrie varmastikin valehteli, kun hän sanoi, että hän pystyisi tekemään sitä viisi minuuttia.

G15 Translate into English.

1 Jackin täytyi lähteä aikaisemmin.
2 Mark pystyi vihdoinkin kävelemään ilman kainalosauvoja.
3 Meillä on ollut lupa mennä sisälle Buckinghamin palatsiin.
4 Minun olisi ollut pakko opiskella italiaa, jos olisin jäänyt Milanoon.
5 Harry sai edustaa itseään oikeudessa.
6 Erican täytyy lentää huomenna Kaliforniaan.
7 Hänen polvensa on parempi. Hän pystyy juoksemaan ensi viikolla.
8 Maisy olisi pystynyt lukemaan, jos hän olisi tuonut lasit mukanaan.
9 Jos olisit mennyt elokuviin isäsi kanssa, olisit saanut katsoa elokuvan.
10 Meillä oli ollut se auto 12 vuotta ennen kuin se hajosi.

G16 Fill in the gaps using the Finnish hints.

1 Ben is always very generous. If you had needed money, you _____ _____ (olisit voinut kysyä) him.

2 Jules is a talented musician. She plays the violin and she _____ _____ (osaa myös soittaa) the piano.

3 Everybody has the flu. I wonder who _____ (voi osallistua) the meeting tomorrow?

4 The dogs _____ (saavat juosta) freely in this part of the park, but not over there.

5 He _____ (on saattanut ajaa) a car without a licence.

6 You _____ (varmaan nautit) your trip to Auckland last summer.

7 Hanna _____ (on täytynyt mennä) to the hospital many times during the last month.

8 I don't want anybody to know. You _____ (et saa kertoa) anybody please.

9 I missed your call last night. I _____ (saatoin olla katsomassa) football on TV.

10 They were not working the following day, so they _____ (ei tarvinnut lähteä) the party until later.

11 Waiter! This bill _____ (ei voi olla) right: €200 for one cup of coffee!

12 _____ (Täytyykö sinun käyttää) a uniform to school?

13 When the computer crashed last week, I _____ (osasin korjata) it.

14 At the end of the course, you _____ (osaatte luoda) your own website.

Paljoussanat · Expressions of quantity

Read the dialogue in pairs. Pay attention to the words in bold.

Caught in a traffic jam

A: We don't have **much** time.
B: No, and we don't have **much** luck either, do we?
A: **Most** bank robbers that I know just drive away with the loot.
B: Yeah, but **most of** them have been doing it for years. **Few** of them are amateurs like us.
A: I'm just **a little** surprised that we are still stuck here.
B: Well, I know **lots of** bank robbers who get stuck in traffic.
A: I suppose those same robbers have **very little** money?
B: **Many** bank robbers do in fact escape with the money, but sadly, **most of** them are soon caught.
A: I can see **a lot of** cars ahead. They're blocking the exit. How are we going to get away?
B: Don't be so negative. We still have **plenty of** time.
A: Isn't that the police?
B: It's just **a few** policemen trying to sort out the traffic jam. Calm down.

much, many – paljon little, few – vähän

	yksikölliset substantiivit (*uncountable*, ei laskettavissa)	**monikolliset substantiivit** (*countable*, laskettavissa)
paljon	**much** There was not **much** traffic on the roads at all.	**many** How **many** tickets did you get for us?
vähän	**little** There is very **little** milk left.	**few** There were **few** seats left so we ended up standing.

G17 Decide whether the words in bold are countable (C, laskettavissa) or uncountable (U, ei laskettavissa). Then fill in the gaps with *much*, *many*, *few* or *little*.

1 She is very popular. She has _____ **friends**. ☐ C
2 John is very busy nowadays. He has _____ **free time**. ☐
3 He took _____ **selfies** when he was on holiday in Greece last year. ☐
4 I'm not very busy today. I haven't got _____ **homework** to do. ☐
5 Ikea was very crowded. There were too _____ **people**. ☐
6 Helsinki is a modern city. There are _____ really old **buildings**. ☐
7 It has been very dark recently. We've had very _____ **sunshine**. ☐
8 We've not had _____ **snow** here in Vantaa, so we can't go skiing yet. ☐

much, many

- **much** → **yksikköllinen** substantiivi, yleensä kysyvissä ja kielteisissä lauseissa
  How **much** food did Rob find in dumpsters?
  He didn't get **much** information about recycling at school.
- **many** → **monikollinen** substantiivi, kaikissa lausetyypeissä (myönteinen, kielteinen ja kysyvä lause)
  Many households waste money when they throw away food.

a lot of, lots of, plenty of – paljon

Käyttö

- **a lot of / lots of** → yksiköllinen tai monikollinen substantiivi, kaikki lausetyypit

  A lot of / **lots of** households waste money when they throw away food.
  He didn't get **a lot of information** about recycling at school.

- **plenty of** → yksiköllinen tai monikollinen substantiivi, yleensä myönteisissä lauseissa

  Tom has always had **plenty of money** to spend on eating out.
  He has always had **plenty of friends** to tell him which restaurants to try next.

paljon – enemmän – eniten

Vertailu

- Vertailuissa käytetään **more** ja **(the) most**

  She drinks **more** coffee than any of us.

  I like the organic food **(the) most**.
  Pidän luomuruoasta eniten.

Huomaa:
Merkityksessä 'useimmat' **most** on **ilman artikkelia**.

Most students will graduate in three years' time.
Useimmat opiskelijat valmistuvat kolmessa vuodessa.

Most of the students in the group passed the exam.
Suurin osa ryhmän opiskelijoista läpäisi kokeen.

Most of us didn't know what to do after graduation.
Useimmat meistä eivät tienneet mitä tehdä valmistumisen jälkeen.

G18 Underline all possible correct expressions of quantity to fit the sentences.

1 Hotel breakfasts usually have **many** / **much** / **lots of** / **a lot of** / **plenty of** different kinds of fruit.

2 Sometimes there is too **many** / **much** / **lots of** / **a lot of** / **plenty of** food to eat.

3 Did you find **many** / **much** / **lots of** / **a lot of** / **plenty of** mushrooms in the woods?

4 She has **many** / **much**/ **lots of** / **a lot of** / **plenty of** time, but not **many** / **much** / **lots of** / **a lot of** / **plenty of** money.

5 People do not have as **many** / **much** / **lots of** / **a lot of** / **plenty of** interest in politics as they used to.

6 There are **many** / **much** / **lots of** / **a lot of** / **plenty of** ways to solve these societal problems.

Muita *paljon*-ilmauksia

- **loads of**, **tons of**, **bags of**, **masses of**, **myriads of**
  He had searched for **loads of** recipes online.

Huomaa:
a large number of + laskettava (*countable*) substantiivi
A large number of students had gathered in the cafeteria.

a large amount of + ei-laskettava (*uncountable*) substantiivi
A large amount of water was needed to save the crop.

a little, little – vähän

Käyttö

- **a little / little** → liittyvät **yksikölliseen** substantiviin.

a little → *jonkin verran*

I have **a little** money left, so I can take the bus home.
Minulla on jonkin verran rahaa jäljellä, joten voin mennä kotiin bussilla.

little → *tuskin ollenkaan/mitään*

I have **little** money left, so I have to walk home.
Minulla on tuskin ollenkaan rahaa jäljellä, joten minun pitää kävellä kotiin.

vähän – vähemmän – vähiten

Vertailu

as little as yhtä/niin vähän kuin
It is good for your health to eat **as little** sugar **as** possible.

less vähemmän
You should drink **less** soda – it's bad for your teeth.

least vähiten
None of them are good, but I like this candy **the least** (of all).

Huomaa:
Seuraavien sanontojen merkitys on *tuskin ollenkaan/hyvin vähän*:

just a little / only a little / very little
We had **only a little** money so we cooked at home.

a few – muutamia
few – harvoja, vähän, tuskin lainkaan

Käyttö

a few / **few** → liittyvät monikolliseen substantiiviin

- **a few** → *muutamia, joitakin*

  Kate likes her work. She has **a few** good friends at the office.
  Kate pitää työstään. Hänellä on siellä muutamia hyviä ystäviä.

- **few** → *tuskin ollenkaan/mitään*

  Liz is unpopular at the office, so she has **few** friends at work.
  Hän on epäsuosittu töissä, joten hänellä on siellä tuskin ollenkaan ystäviä.

Vertailu

fewer vähemmän
We will have **fewer** misunderstandings if you actually listen to what I say.

the fewest vähiten
The essay with **the fewest** mistakes does not always get the highest marks.

Huomaa:
Seuraavien sanontojen merkitys on *harvat/vain muutama*:

just a few / **only a few**
This will **only** take **a few** minutes – I won't be long.
Tämä kestää vain muutaman minuutin, en viivy kauan.

hardly any tuskin ollenkaan
Our new office is very dark. There are **hardly any** windows there.

- **quite a few** → *aika monta/paljon*

  I have made **quite a few mistakes** in my life, but the biggest one was quitting my job.

- **a little** / **a bit** → adjektiivin edellä

  I was **a little tired** after the long working day.

G19 Choose the correct option.

A: Do you have **1 many / much** friends at your new high school?
B: Not that **2 many / much**, but I don't have **3 many / much** time either.
A: So **4 fewer / less** friends and **5 less / fewer** time. That's not good at all.
B: I know, but what comforts me **6 a little / little** is that it's the same for all of us. None of us get **7 a lot of / most of** friends right away.
A: That's true. I guess **8 the most / most of** us take some time to make friends.
B: I guess I'm lucky, I've got **9 few / a few** problems and **10 a few / few** friends to hang out with.
A: People always say that you should make **11 the most / most** of your time at school. But what they don't realize is how **12 little / few** time we have to socialise.

G20 If needed, add *a*.

1 Things are not going so well for him at work. He has had _____ few issues with his boss.
2 She is lucky that she has so _____ few problems.
3 Can you lend me _____ few dollars?
4 There was _____ little traffic, so we got home quite quickly.
5 I can't give you a decision yet. I need _____ little time to think about it.
6 I'm sorry but I don't speak much Russian – only _____ few words.
7 Everybody was surprised when she beat Serena Williams, as _____ few people had expected her to win.
8 Don't worry, I have _____ little money saved, so I can help you out.
9 Nobody will rob this bank. Everybody knows we keep _____ very little cash in the safe.
10 I met Larry _____ few days ago. He seemed fine then.

G21 Fill in the gaps.

Mr X is an unpopular politician. He has **1** _____ (tuskin ollenkaan) admirers and even **2** _____ (vähemmän) friends. **3** _____ (Suurin osa) his decisions are unpopular with voters. He is very busy, and has **4** _____ (vähän) time to socialize. He lives in a modest house in the suburbs, and it is clear that he does not have **5** _____ (paljon) money.

Mr Y, on the other hand, has **6** _____ (paljon) admirers. He has **7** _____ (muutamia) enemies of course, like **8** _____ (useimmat) politicians, but he has **9** _____ (paljon) friends in high places. He owns **10** _____ (paljon) expensive cars, and lives in a large mansion, where he often entertains lavishly. In the election, **11** _____ (useimmat) people voted for the friendly Mr Y.

Later, people were **12** _____ (vähän) surprised when they discovered that Mr Y actually did **13** _____ (tuskin ollenkaan) work. He passed **14** _____ (suurin osa) the difficult decisions on to the unsmiling, unpopular Mr X, who said in an interview that a politician needs to work hard. That is the quality he admires **15** _____ (eniten).

G22 Translate the sentences into English.

1 Useimmat turistit haluavat käydä sekä Lapissa että Helsingissä, vaikka heillä on vain vähän aikaa.
2 Menevätkö monet turistit hiihtämään talvella?
3 Suomessa on monia muita upeita paikkoja, jotka saavat tuskin ollenkaan huomiota.
4 Saitko monia vastauksia kysymykseen, jonka laitoit nettiin – vai vain vähän?
5 Useimmilla luokkatovereistani on paljon työkokemusta, mutta minulla on todella vähän.

Kansallisuussanat · Nationality words

G23 **Four international students were asked to talk about their own countries. Listen to the conversation and fill in the missing words.**

	Country	Adjective	Nationality
e.g.	Finland	Finnish	a Finn
Merike			
Bertil			
Izumi			
Sophie			

MAA	ADJEKTIIVI	SUBSTANTIIVI / KANSALLISUUS
Norway	Norwegian	a Norwegian, Norwegians
Russia	Russian	a Russian, Russians
Italy	Italian	an Italian, Italians
Germany	German	a German, Germans
the USA/America	American	an American, Americans
Canada	Canadian	a Canadian, Canadians

In America, Americans treat the American flag with respect. But in Italy, Italians have a more casual attitude towards the Italian flag.

- Kun maan nimi päättyy vokaaliin, vastaava adjektiivi on yleensä **-n**, **-an**, **-ian**

  Canada – Canadian maple leaf
  Kanadan vaahteralippu

MAA	ADJEKTIIVI	SUBSTANTIIVI / KANSALLISUUS
Denmark	Danish	a Dane, Danes, Danish people
Poland	Polish	a Pole, Poles, Polish people
Britain	British	a Brit, Brits, British people
Ireland	Irish	an Irish person, Irish people
Scotland	Scottish	a Scot, Scots, Scottish people
Wales	Welsh	a Welsh person, Welsh people

A Dane, a Pole and a Brit once met in a Welsh pub somewhere in Scotland.
The Dane asked: "Does every Irish person in Ireland like Irish music?
Not every Dane in Denmark likes Danish music."

- Usein -ish-päätteisiä adjektiiveja vastaa lyhyempi substantiivi.
  Dan**ish** – a **Dane**
- Kun viitataan koko kansaan, käytetään substantiivia monikossa tai adjektiivia + people-sanaa
  Danes / **Danish people** are the happiest people in the world.

MAA	ADJEKTIIVI	SUBSTANTIIVI / KANSALLISUUS
China	Chinese	a Chinese, two Chinese, the Chinese
Japan	Japanese	a Japanese, two Japanese, the Japanese
Vietnam	Vietnamese	a Vietnamese, two Vietnamese, the Vietnamese

In China, the Chinese eat Chinese food of course, but many Chinese people also like Vietnamese and Japanese food.

In Vietnam, I once met a Vietnamese who had never been to Japan, but he said he had met many Japanese people.

Huomaa:
Jos kansallisuusadjektiivin pääte on **-ese**, **-ss**; substantiivi on sama myös monikossa. Koko kansaan viitattaessa käytetään määräistä artikkelia.

Switzerland	Swiss	a Swiss, two Swiss, the Swiss

One Swiss is / **Ten Swiss are** / **The Swiss are** often accused of over-punctuality.

Huomaa:

- Kirjoita kansallisuussanat aina isolla alkukirjaimella.

  Olli comes from **F**inland. He is a **F**inn and he speaks **F**innish as his mother tongue. He thinks **F**innish people are as friendly as **A**mericans when you get to know them.

- -man/-men on vanhahtava muoto, nykyisin suositellaan käytettäväksi muotoa a Frenchman → a French person, French people.

  Like most French people, Alain knows a lot about cheese.

- Sivulla 229 on lista kansallisuussanoista.

G24 Change the words in brackets. Follow the example.

1 Mae prefers (Ireland) Irish music.

2 Shall we go to that (Greece) _____ restaurant tonight?

3 No, let's go to the (Japan) _____ restaurant instead.

4 (The Netherlands) _____ bicycles are not expensive.

5 Who is the (USA) _____ president?

6 The (France) _____ national anthem is called La Marseillaise.

7 Freia has bought a (Turkey) _____ carpet recently.

8 Marimekko is a (Finland) _____ company.

9 Many (Finland) _____ speak fluent (Germany) _____.

10 Not many (Germany) _____ speak fluent (Finland) _____.

- Tiettyjä kansallisuusadjektiiveja voi käyttää myös substantiiveina, kun viitataan koko kansaan.

the English	englantilaiset
the Irish	irlantilaiset
the Welsh	walesilaiset
the Dutch	hollantilaiset
the French	ranskalaiset

Are these national stereotypes true? **The French** like cheese, **the Welsh** play rugby, **the Dutch** grow tulips, **the Irish** write poetry, and **the English** watch the BBC.

Huomaa:

the Finns	suomalaiset
the Scots	skotit

G25 Choose the correct alternative.

1 **The English** / **English** like their tea with milk.
2 **Spanish** / **Spaniards** love to chat.
3 He has never met a **Swiss** / **Swiss people** who doesn't like cheese.
4 You should never discuss politics with an **Irish person** / **Irish** in a pub.
5 **Welsh** / **The Welsh** are well known for their singing contests.
6 A Norwegian tried to sell Thomas some **Norway** / **Norwegian** salmon.
7 **Turkish people** / **Turkish** get up very early in the morning.
8 **Poles** / **Polish** find the **Chinese** / **China** economy hard to understand.

G26 Nationality quiz. Choose the right nationality.

1 Fridtjof Nansen was a ... explorer who crossed Greenland on skis in 1888.
a) Norwegian b) Albanian c) German

2 Pussy Riot is a ... feminist protest group who stages provocative guerrilla performances in unusual public locations.
a) Russian b) Austalian c) Polish

3 In Saigon, the chef at the local restaurant will most probably be ....
a) Vietnamese b) Chinese c) Japanese

4 These people live on the second-largest island of the British Isles. Who are they?
a) the Irish b) the Scots c) the Welsh

5 Ryan Gosling and Ellen Page are famous ... actors.
a) Canadian b) American c) British

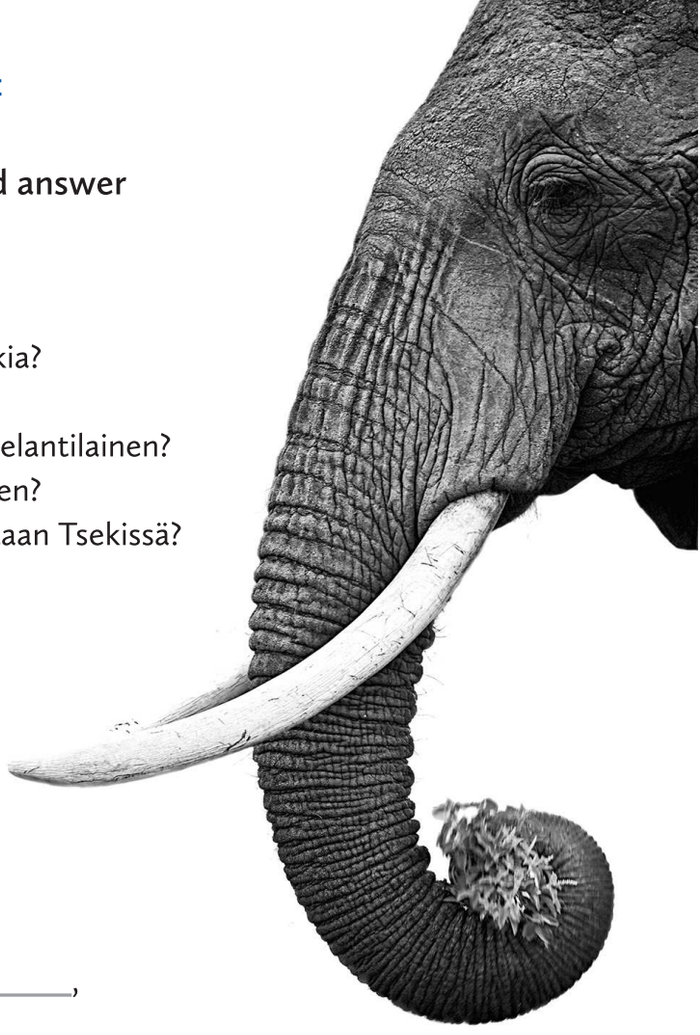
6 The Rubik's cube was invented by Erno Rubik, a ... professor of architecture.
a) Hungarian b) Slovenian c) Lithuanian

G27 Work in pairs. Ask and answer: what are some typical products of the following countries?

Example:
A: What is a well-known / famous Bulgarian product?
B: Bulgarian yogurt

B: What is a famous product of the Netherlands?
A: Dutch cheese

A	B
Turkey	Greece
France	the USA
Sweden	Finland
Egypt	Kenya
Thailand	Japan



G28 Translate the questions into English. Then ask and answer the questions in pairs.

1 Mikä on Ukrainan pääkaupunki?
2 Onko fado meksikolaista vai portugalilaista musiikkia?
3 Mitä kieliä walesilaiset ja skotit puhuvat?
4 Onko Oscar Pistorius etelä-afrikkalainen vai uusiseelantilainen?
5 Onko Lionel Messi argentiinalainen vai espanjalainen?
6 Turkissa puhutaan turkkia, mutta mitä kieltä puhutaan Tsekissä?
7 Onko Saksassa muita virallisia kieliä kuin saksa?
8 Minkä ikäisenä pakistanilainen Malala Yousafzai sai Nobelin rauhanpalkinnon?

G29 Listen to the following joke and fill in the missing words.

Five tourists are sitting in a jeep looking at an elephant.

They come from all over the world – **1** _____,

2 _____, **3** _____, **4** _____

and **5** _____.

6 _____ looks at the elephant and says to himself,

"I wonder how many elephant burgers I could make out of that animal."

7 _____ looks at the elephant and says to himself,

"I wonder if we can get close enough for a really good photo."

8 _____ looks at the elephant and says to himself,

"I wonder how much the animal weighs."

9 _____ looks at the elephant and says to himself,

"I wonder if what it would be like to have a bullfight with an elephant."

And **10** _____ looks at the elephant and says to himself,

"I wonder what it thinks about me."

Verbi + prepositio · Verb + preposition

G30 **Fill in the correct preposition if needed. Then listen to check your answers.**

to at on for about – from

1 Are you laughing _____ me?

2 Please be quiet, I want to listen _____ this!

3 Ann applied _____ graduate school. Ben applied _____ a job as a cleaner.

4 We really need to discuss _____ this problem.

5 How is the weather going to affect _____ our fishing trip?

6 Mae couldn't concentrate _____ the film.

7 Many people suffer _____ migraine headaches.

8 Did you visit _____ your parents yesterday?

9 Don't decide right now, but will you at least think _____ it?

10 You can depend _____ me. I will always be there for you.

- Englannin kielessä verbi viittaa usein henkilöön tai asiaan jonkin **preposition** välityksellä.

It belongs **to** me.	Se kuuluu minulle.
Look **at** this photo!	Katso tätä kuvaa!

- Joskus verbiin voi liittyä eri prepositioita, jolloin merkitys muuttuu.

Look **after** the baby.	Pidä huolta vauvasta.
Look **at** the baby.	Katso vauvaa.
Help me look **for** the baby's teddy bear.	Auta minua etsimään vauvan nalle.

- Passiivissa prepositio tulee lauseen loppuun.

My knee was operated **on**.	Polveni leikattiin.

- Preposition jälkeinen verbi on -ing muodossa.

I look forward **to** see**ing** you.	Odotan innokkaasti näkeväni sinut.

Huomaa:
On myös verbejä joihin ei liity prepositiota.

I called my friend in the morning.	Soitin kaverilleni aamulla.

Prepositioverbeihin ei liity sääntöjä, joten niitä kannattaa harjoitella!
Ks. Verb + preposition s. 232–234.

G31 Match the following sentences.

1	Have you already commented _____	A	with my mother.
2	She is always complaining _____	B	for my neighbour.
3	Politics does not seem to appeal _____	C	on the report?
4	We are going to take care _____	D	about traffic noise.
5	In the next election I will vote _____	E	to young people.
6	I seldom agree _____	F	of her cat while she's away.

G32 Translate the sentences into Finnish.

1 The police were **looking for** the criminals the whole night!
2 Cindy had an au pair **looking after** her when she was a kid.
3 Teri's best friend **insisted on** travelling with her.
4 Do you ever **think of** your ex-boyfriend?
5 When Joe suggested a church wedding, Sue wanted time to **think about** the idea.
6 It would be interesting to know how the Oscars are **voted for**.

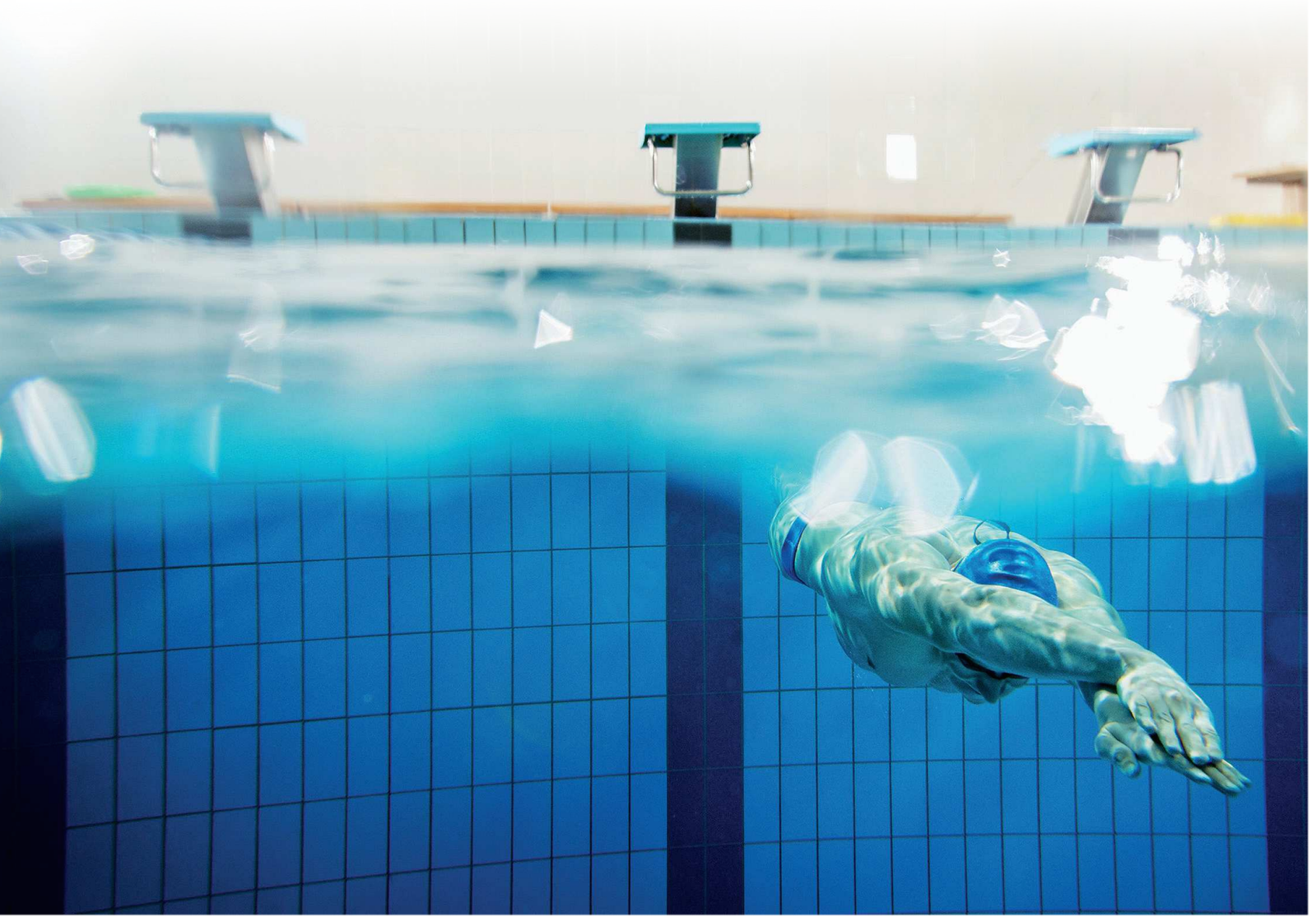
G33 In pairs, decide which one of you is A and B. Take turns translating the sentences into English. Use the following verbs + prepositions:

recover from	agree with	agree on
remind sb of sth	cope with	prefer sth to sth

	A	B
1	**Mark is recovering from the flu. Have you seen him?**	Mark on toipumassa flunssasta. Oletko nähnyt häntä?
2	En, mutta toivottavasti hän selviytyy kaikista läksyistä.	**No, but I hope he can cope with all the homework.**
3	**I agree with you. There's a lot to do.**	Olen samaa mieltä kanssasi. Tehtävää on paljon.
4	Tämä muistuttaakin minua ryhmätyöstämme. Milloin aloitamme?	**Oh, that reminds me of our group project. When shall we start?**
5	**I think we agreed on the date. Wasn't it next Tuesday?**	Mielestäni sovimme päivämäärän. Eikö se ole ensi tiistaina?
6	Pidän ryhmätyötä parempana kuin työskentelyä yksinäni.	**I prefer group work to working alone/on my own.**

G34 Choose the correct preposition. See p. 232 for help.

1 You can rely **on** / **–** / **of** the judge to give a fair sentence.
2 Samuel's family searched **after** / **for** / **of** him everywhere.
3 Moses apologised **for** / **–** / **to** his mother **about** / **for** / **of** skipping school.
4 Some people may strongly object **in** / **with** / **to** walking into the desert.
5 Abbie's speech should be translated **to** / **into** / **for** many languages.
6 Let's hope politicians will approve **for** / **of** / **to** the ideas of the young.
7 Can you please concentrate **on** / **in** / **of** this assignment?
8 Will you at least pay **about** / **–** / **for** the groceries?
9 Noah participated **with** / **in** / **of** the freestyle swimming event.
10 Did Daniel succeed **in** / **–** / **about** controlling the angry lions?



G35 Fill in the gaps with the correct verbs and prepositions. You may need to change the tense of the verb.

specialise in	translate into	cope with	congratulate on
look forward to	leave for	consist of	prefer to

1 Nanny Fran decided to _____ Paris.

2 Since she wanted a job in France, her CV had to be _____ French first.

3 In the interview, she mentioned that she _____ handling difficult children.

4 She has always found it easy to _____ naughty children.

5 She _____ working as a nanny with a French family in Paris.

6 Fran's parents _____ her _____ her new job.

7 Fran _____ a full English breakfast _____ just a cup of coffee and a croissant.

8 She really likes English breakfasts, which usually _____ bacon and eggs, toast and tea.

G36 Work in pairs. Take turns writing text messages to each other. Use the following verbs and prepositions:

1 buy for
2 regard as
3 belong to
4 operate on
5 succeed in
6 aim at
7 differ from
8 accuse of
9 argue about
10 wait for

Verbit ilman prepositiota
Verbs which usually don't take prepositions

- Seuraavien englannin verbien kanssa ei yleensä tule prepositiota:

a	**affect**	vaikuttaa	How does the heat **affect** you?
	answer	vastata	Pia **answered** his question correctly.
	ask	kysyä	Can I **ask** you a question? *pyytää joltakin jotakin* I **asked** the waiter **for** more coffee.
	attack	hyökätä	The soldiers refused to **attack** the village.
	attend	osallistua, käydä koulua	Malala said that all girls in Pakistan should **attend** school.
c	**call, phone**	soittaa	I **called/phoned** you three times yesterday.
	consider	pitää jonakin	I **consider** myself a good driver.
	consult	kysyä neuvoa joltakin	I have to **consult** a doctor.
d	**discuss**	keskustella jostakin	Let's **discuss** this after class.
e	**elect**	valita	Americans **elect** a new president every four years. Mikel Arteta was **elected as** captain of Arsenal football club.
	enjoy	nauttia jostakin	You will **enjoy** this movie – it's a romcom.
	enter	astua sisälle johonkin	You have to take off your shoes when you **enter** a Japanese home.
i	**impress**	tehdä vaikutus johonkin	Jack wanted to **impress** Sally, so he bought her flowers.
j	**join**	liittyä johonkin	Come and **join** us in the pool.
l	**leave**	lähteä jostakin	We **left** the party at around midnight. *lähteä johonkin* Noah is **leaving for** Canada tomorrow.
m	**marry**	mennä naimisiin jonkun kanssa	Will you **marry** me?
r	**reach**	päästä johonkin, saavuttaa jotakin	The box is too high on the shelf. I cannot **reach** it. *kurkottaa* **Reach for** the stars, but keep your feet on the ground.
t	**trust**	luottaa johonkin	Can I **trust** Charlie? Christians **trust in** God. Atheists **trust in** science.
v	**visit**	vierailla jossakin	Jo **visited** Sally's mother.

G37 Fill in the correct preposition if needed. Check the preposition lists for help (See p. 226 and 232–234).

Ancient Arctic Legends

Who is Sedna? She is a sea goddess who lives in the Arctic, taking care **1** _____ the sea and all its creatures. She also looks **2** _____ hunters and those travelling on ice. It is said that when she is angered, she will prevent hunters **3** _____ finding any sea animals. And if the hunters can't hunt, their families will die **4** _____ starvation. She will not consider **5** _____ any pleas or prayers from the hunters. According to Inuit legend, the only way to deal **6** _____ an angry Sedna is to send a shaman into the sea to join **7** _____ the goddess in the watery depths. There, he has to comb her hair. Once her hair has been taken care **8** _____, the happy Sedna will release the sea animals again, and life in the Arctic can continue as before.

The Inuit believed **9** _____ Sedna, and they were so afraid of her that they would only whisper her name. Because of this fear, it is rare to see artistic images that remind us **10** _____ Sedna today.

G38 Translate the sentences into English.

1 Nautin ajomatkasta, vaikka kesti tuntikausia ajaa New Yorkiin.
2 Vierailimme sukulaisten luona viime viikonloppuna.
3 Serkkuni Carl oli mennyt naimisiin kuuluisan amerikkalaisen poliitikon, Lisa Grayn kanssa.
4 Hän varmasti liittyy vaimonsa Lisan puolueeseen.
5 Olen aina pitänyt Carlia järkevänä tyyppinä.
6 Nyt Carl on mielestäni seonnut: hän osallistuu kaikkiin Lisan poliittisiin tilaisuuksiin.
7 Keskustelimme politiikasta koko ajan!
8 Ennen kuin lähdimme New Yorkista, pyysin Lisaa signeeraamaan yhden hänen kirjoistaan.

G39 Fill in the gaps in the story with the correct verb and preposition if needed. Check the preposition list for help.

When Rei **1** _____ (soittaa) his friend Angus about the train timetable, Rei said that they had to **2** _____ (lähteä johonkin) Kamakura and the temple at four o'clock the following morning. Although Angus **3** _____ (valittaa) the time, he **4** _____ (suostua) to visit the Zen temple and to **5** _____ (osallistua) the foreigners' Zen orientation.

"Can I **6** _____ (kysyä) you something, Rei? How does Zen **7** _____ (erota) Buddhism?" Angus wondered. "We don't have time to **8** _____ (keskustella) it in detail now," Rei said, "but it's basically the same thing. Zen worshippers just work harder. They sit in the lotus position for hours and **9** _____ (keskittyä) their breathing, and **10** _____ (etsiä) inner peace." This did not really **11** _____ (viehättää) Angus, but he didn't want to upset Rei, so he kept quiet.

Kansallisuussanat · Nationality words

Maa	Adjektiivi	Substantiivi
The Nordic countries & their neighbours		
Finland	Finnish	a Finn, -s
Sweden	Swedish	a Swede, -s
Norway	Norwegian	a Norwegian, -s
Denmark	Danish	a Dane, -s
Iceland	Icelandic	an Icelander, -s
Russia	Russian	a Russian, -s
Estonia	Estonian	an Estonian, -s
Latvia	Latvian	a Latvian, -s
Lithuania	Lithuanian	a Lithuanian, -s
English speaking countries		
the United Kingdom = the UK Great Britain	British	a Brit, -s / a Briton, -s
England	English	an Englishman, an Englishwoman an English person English people
Scotland	Scottish	a Scot, -s
Wales	Welsh	a Welshman, a Welshwoman a Welsh person Welsh people
(the Republic of) Ireland = Eire	Irish	an Irishman, an Irishwoman an Irish person Irish people
the United States of America = the USA / the US	American	an American, -s
Canada	Canadian	a Canadian, -s
Australia	Australian	an Australian, -s
New Zealand	New Zealand	a New Zealander, -s
European countries		
Europe	European	a European, -s
Albania	Albanian	an Albanian, -s
Austria	Austrian	an Austrian, -s

Maa	Adjektiivi	Substantiivi
Belgium	Belgian	a Belgian, -s
Bosnia-Herzegovina	Bosnian	a Bosnian, -s
Bulgaria	Bulgarian	a Bulgarian, -s
Croatia	Croatian	a Croat, -s
the Czech Republic	Czech	a Czech, -s
Cyprus	Cypriot	a Cypriot, -s
France	French	a Frenchman, a Frenchwoman a French person French people
Germany	German	a German, -s
Greece	Greek	a Greek, -s
Hungary	Hungarian	a Hungarian, -s
Italy	Italian	an Italian, -s
Luxembourg	Luxembourg	a Luxembourger, -s
Macedonia	Macedonian	a Macedonian, -s
Malta	Maltese	a Maltese, Maltese
the Netherlands = Holland	Dutch	a Dutchman, a Dutchwoman a Dutch person Dutch people
Poland	Polish	a Pole, -s
Portugal	Portuguese	a Portuguese, Portuguese
Romania	Romanian	a Romanian, -s
Serbia	Serbian	a Serb, -s
Slovakia	Slovak	a Slovak, -s
Slovenia	Slovenian	a Slovenian, -s
Spain	Spanish	a Spaniard, -s (man), a Spanish woman, women Spanish people
Switzerland	Swiss	a Swiss, Swiss (people)
Turkey	Turkish	a Turk, -s, Turkish people

The Middle East

Israel	Israeli	an Israeli, -s
Iran	Iranian	an Iranian, -s
Iraq	Iraqi	an Iraqi, -s
Jordan	Jordanian	a Jordanian, -s
Lebanon	Lebanese	a Lebanese, Lebanese
Saudi Arabia	Saudi (Arabian)	a Saudi (Arabian), -s
Syria	Syrian	a Syrian, -s

Maa	Adjektiivi	Substantiivi
Africa		
Africa	African	an African, -s
Algeria	Algerian	an Algerian, -s
Egypt	Egyptian	an Egyptian, -s
Ethiopia	Ethiopian	an Ethiopian, -s
Kenya	Kenyan	a Kenyan, -s
Morocco	Moroccan	a Moroccan, -s
Namibia	Namibian	a Namibian, -s
Somalia	Somali	a Somali, -s
South Africa	South African	a South African, -s
Sudan	Sudanese	a Sudanese, Sudanese
Tanzania	Tanzanian	a Tanzanian, -s
Tunisia	Tunisian	a Tunisian, -s
Asia		
Asia	Asian	an Asian, -s
China	Chinese	a Chinese, Chinese
India	Indian	an Indian, -s
Japan	Japanese	a Japanese, Japanese
Pakistan	Pakistani	a Pakistani, -s
Indonesia	Indonesian	an Indonesian, -s
(North / South) Korea	Korean	a Korean, -s
Malaysia	Malaysian	a Malay, -s / a Malaysian, -s
Nepal	Nepalese	a Nepalese, Nepalese
the Philippines	Philippine/Filipino	a Filipino, -s
South America		
Argentina	Argentine/Argentinian	an Argentine, -s / an Argentinian, -s
Brazil	Brazilian	a Brazilian, -s
Chile	Chilean	a Chilean, -s
Mexico	Mexican	a Mexican, -s
Peru	Peruvian	a Peruvian, -s

Verb + preposition

a	**accuse sb of sth**	syyttää	She **accused** him **of** cheating in the exams.
	adapt to	sopeutua	Animals who cannot **adapt to** changing circumstances die out.
	agree on	sopia	We could not **agree on** anything.
	agree to	suostua	Angus **agreed to** the proposition.
	agree with	olla samaa mieltä	Aaron seldom **agrees with** his father on anything.
	aim at	tähdätä, pyrkiä	The campaign is **aimed at** young people.
	apologise to sb for sth	pyytää anteeksi	Sometimes I find myself **apologising for** something that I didn't do.
	appeal to	viehättää	Trance music does not usually **appeal to** older people.
	apply for sth	hakea esim. työpaikkaa	Nicola **applied for** a new job.
	apply to	hakea esim. yliopistoon	Marc **applied to** the University of Nottingham.
	apply to sth/sb	koskea jotakin	The rule **applies to** new students only.
	approve of	hyväksyä	Hamlet did not **approve of** his mother's new husband.
	argue about/over	väitellä	Are you two still **arguing about/over** who gets to sit in front?
	arrive in / at	saapua	The train from Birmingham will **arrive at** the station in ten minutes. When does the flight **arrive in** Birmingham?
	ask for	pyytää	I **asked for** a vegetarian meal, but I got a steak instead.
b	***be based on**	perustua, pohjautua	The film is **based on** a true story.
	believe in	uskoa	Alice **believes in** fairies.
	belong to	kuulua	That book **belongs to** me.
	benefit from	hyötyä	Students will **benefit** greatly **from** the new law.
	blame sb for sth	syyttää	Lu **blamed** Jack **for** ruining her party.
	***buy for**	ostaa jollekin	Kari offered to **buy** the car **for** his son.
c	**charge sb with sth**	nostaa syyte	They **charged** Oscar Pistorius **with** manslaughter.
	collide with	törmätä	Jan's car **collided with** a parked truck.
	comment on	kommentoida	Hester has already **commented on** the report.
	complain about	valittaa	Mary is always **complaining about** her noisy neighbours.
	concentrate on	keskittyä	I cannot **concentrate on** my homework today. It's too hot.
	congratulate sb on sth	onnitella	We **congratulated** Amy **on** getting the highest marks.
	connect to	yhdistää	Jari had some problems **connecting to** the network.

	consist of	koostua	Lunch **consisted of** soup and bread today.
	cope with	selviytyä	Bea could not **cope with** her messy flatmates.
d	**deal with**	käsitellä	Joe spent the evening **dealing with** his emails.
	depend on	riippua	Ester's future **depends on** how well she does in the exams.
	devote oneself to	omistautua	Florence Nightingale **devoted herself to** caring for the sick.
	die for	kuolla jonkun/jonkin vuoksi	People were prepared to **die for** their country.
	die of / from	kuolla johonkin	Many people **died of/from** the Spanish Flu.
	differ from	olla erilainen kuin	Laws on pollution **differ from** country to country.
	disagree with / about / on / over	olla eri mieltä	I **disagree with** you. Mea and Xie **disagreed about** how the law should be applied. Why do scientists **disagree about** climate change? We **disagreed on** some of the rules. Officials **disagreed over** the spelling of the new word.
	disapprove of	paheksua	My grandfather **disapproves of** smokers.
f	**focus on**	keskittyä	Today, Mr Gandhi will **focus on** passive resistance.
h	**head for**	suunnata kulkunsa	Lou **heads for** home at around two o'clock each day.
	hope for	toivoa	The best Ann could **hope for** was to get temporary citizenship.
i	**insist on**	vaatia, inttää, haluta ehdottomasti	Lea **insisted on** paying for herself.
	interfere in / with	sekaantua, häiritä	Do you think your sister has the right to **interfere in** our lives like this? Please do not **interfere with** my plans. I know what I'm doing.
	invest in	sijoittaa	Mr Gates **invested** a lot of money **in** the new product.
l	**laugh at**	nauraa	We were all **laughing at** the clown.
	***leave for**	lähteä johonkin	Ollie is **leaving for** San Francisco in May.
	listen to	kuunnella	I like to **listen to** jazz.
	long for	kaivata, ikävöidä	It was late, and Yuki **longed for** her bed.
	look after	hoitaa	I am **looking after** my neighbour's dog this week.
	look at	katsoa	**Look at** this mess!
	look for	etsiä	Will you help me **look for** my contact lens?
	look forward to	odottaa innokkaasti	Ben was **looking forward to** the summer holiday.
	look into	tutkia	The airline promised **to look into** the matter after I complained.
	look like	näyttää joltakin	I **look like** my mother.
o	**object to**	vastustaa	Does anyone **object to** paying the entrance fee?

	operate on	leikata (sairaalassa)	The surgeon **operated on** the patient.
p	**participate in**	osallistua	The Maoists agreed to **participate in** the peace talks.
	pay for	maksaa	How much did you **pay for** those shoes?
	prefer sth to sth	pitää parempana	I **prefer** apples **to** strawberrries.
	prevent sth from sth	estää	How can we **prevent** this **from** happening again?
	provide for	hankkia (elatus)	Prem has always **provided for** his family. Nobody ever went to bed hungry.
	provide with	tarjota	Try the office. Maybe they can **provide** you **with** paper.
r	**recover from**	toipua	Has Eino **recovered from** his recent accident?
	regard as	pitää jonakin	I'm sorry, but I don't **regard** you **as** my friend any more.
	refer to	viitata	You cannot **refer to** the Queen as "Lizzie".
	rely on	luottaa	Sherlock Holmes **relies on** his friend Dr Watson.
	remind sb about sth	muistuttaa jotakuta jostakin	Ash asked me to **remind** him **about** the meeting tomorrow.
	remind sb of sth/sb	muistuttaa jonkun mielestä jotain henkilöä	Your eyes **remind** me **of** your mother.
	resort to	käyttää viimeisenä keinonaan	No matter how angry you are, **resorting to** violence is always a bad idea.
	result in	johtaa johonkin, päätyä	The crash **resulted in** the death of two passengers.
s	**search for**	etsiä	They **searched for** him throughout the night.
	smile at	hymyillä	That girl just **smiled at** me. I'm going to ask her out.
	specialise in	erikoistua johonkin	The lawyer **specialised in** drug offences.
	***spend on**	käyttää johonkin	André **spends** all his money **on** skiing equipment.
	stare at	tuijottaa	It's rude to **stare at** people.
	***stick to**	pysytellä	We'll be fine as long as we **stick to** the plan.
	succeed in	onnistua	The thief **succeeded in** opening the door with a spoon.
	suffer from	kärsiä	Elina **suffers from** migraine headaches.
t	***take care of**	huolehtia	Amy **took care of** John when he was ill.
	***take part in**	osallistua	Pyry **took part in** the concert at the day care centre today.
	thank sb for sth	kiittää	Remember to **thank** your godmother **for** your birthday present.
	***think about**	miettiä	Troy asked Helen to **think about** his proposal.
	***think of**	ajatella	What did Juliet **think of** Romeo when she first met him? Did she like him?
	translate into	kääntää	The Quran has been **translated into** many languages.
v	**vote for**	äänestää	I will never **vote for** a candidate who supports war.
w	**wait for**	odottaa	Jo has been **waiting for** Carl at the airport.

Epäsäännölliset verbit · Irregular verbs

a	**arise, arose, arisen** [ə'raiz, ə'rəuz, ə'rizn]	nousta, syntyä, ilmetä
	awake, awoke, awoken/awakened [ə'weik, ə'wəuk, ə'wəukən/ə'weikənt]	herätä
b	**be, was/were, been** [biː, wɔz, wəəː(r), biːn]	olla
	bear, bore, borne [beə(r), bɔː(r), bɔːn]	kantaa, kestää, sietää, synnyttää
	born = syntynyt	
	beat, beat, beaten [biːt, biːt, biːtn]	lyödä, voittaa
	become, became, become [bi'kʌm, bi'keim, bi'kʌm]	tulla joksikin
	begin, began, begun [bi'gin, bi'gæn, bi'gʌn]	alkaa
	bend, bent, bent [bend, bent, bent]	taivuttaa, taipua
	bet, bet/betted, bet/betted [bet, bet/betid, bet/betid]	lyödä vetoa
	bid, bid, bid [bid, bid, bid]	tarjota, tehdä tarjous (esim. huutokaupassa)
	bind, bound, bound [baind, baund, baund]	sitoa
	bite, bit, bitten/bit [bait, bit, bitn/bit]	purra, tarttua (onkeen)
	bleed, bled, bled [bliːd, bled, bled]	vuotaa verta
	blow, blew, blown [bləu, bluː, bləun]	puhaltaa, tuulla
	break, broke, broken [breik, brɔuk, brɔukn]	katkaista, murtaa, särkeä, murtua, särkyä
	breed, bred, bred [briːd, bred, bred]	kasvattaa, jalostaa (eläimiä, kasveja)
	bring, brought, brought [briŋ, brɔːt, brɔːt]	tuoda
	broadcast, broadcast, broadcast [brɔːdkɑːst, brɔːdkɑːst, brɔːdkɑːst]	lähettää (radiosta, TV:stä)
	build, built, built [bild, bilt, bilt]	rakentaa
	burn, burnt/burned, burnt/burned [bəːn, bəːnt/bəːnd, bəːnt/bəːnd]	palaa, polttaa
	burst, burst, burst [bəːst, bəːst, bəːst]	haljeta, särkyä, puhjeta, syöksyä, särkeä, puhkaista
	buy, bought, bought [bai, bɔːt, bɔːt]	ostaa
c	**cast, cast, cast** [kɑːst, kɑːst, kɑːst]	valaa, heittää (esim. varjo, katse)
	catch, caught, caught [kætʃ, kɔːt, kɔːt]	saada kiinni, ottaa kiinni, pyydystää
	choose, chose, chosen [tʃuːz, tʃəuz, tʃəuzn]	valita
	cling, clung, clung [kliŋ, klʌŋ, klʌŋ]	takertua, tarrautua, pitää kiinni
	come, came, come [kʌm, keim, kʌm]	tulla, saapua
	cost, cost, cost [kɔst, kɔst, kɔst]	maksaa, olla hintana
	creep, crept, crept [kriːp, krept, krept]	ryömiä, madella, hiipiä
	cut, cut, cut [kʌt, kʌt, kʌt]	leikata, hakata, kaataa

d	**deal, dealt, dealt** [di:l, delt, delt]	käsitellä, jakaa, antaa, käydä kauppaa, olla tekemisissä
	dig, dug, dug [dig, dʌg, dʌg]	kaivaa
	do/does, did, done [du:/dʌz, did, dʌn]	tehdä
	draw, drew, drawn [drɔ:, dru:, drɔ:n]	vetää, piirtää, laatia
	dream, dreamt/dreamed, dreamt/dreamed [dri:m, dremt/dri:md, dremt/dri:md]	uneksia
	drink, drank, drunk [driŋk, dræŋk, drʌŋk]	juoda
	drive, drove, driven [draiv, drəuv, drivn]	ajaa
	dwell, dwelt/dwelled, dwelt [dwel, dwelt/dweld, dwelt]	asua, oleskella
e	**eat, ate, eaten** [i:t, et /(AmE) eit, i:tn]	syödä
f	**fall, fell, fallen** [fɔ:l, fel, fɔ:ln]	pudota, kaatua
	feed, fed, fed [fi:d, fed, fed]	syöttää, ruokkia
	feel, felt, felt [fi:l, felt, felt]	tuntea (olevansa), tuntua, tunnustella
	fight, fought, fought [fait, fɔ:t, fɔ:t]	tapella, taistella
	find, found, found [faind, faund, faund]	löytää
	flee, fled, fled [fli:, fled, fled]	paeta
	fling, flung, flung [fliŋ, flʌŋ, flʌŋ]	heittää, singota, paiskata
	fly, flew, flown [flai, flu:, fləun]	lentää
	forbid, forbade/(AmE) forbad, forbidden [fə'bid, fə'bæd/fɔ'beid, fɔ'bidn]	kieltää
	forget, forgot, forgotten/(AmE) forgot [fə'get, fə'gɔt, fə'gɔtn/fə'gɔt]	unohtaa
	forgive, forgave, forgiven [fə'giv, fə'geiv, fə'givn]	antaa anteeksi
	forsake, forsook, forsaken [fə'seik, fə'suk, fə'seikn]	hylätä, luopua
	freeze, froze, frozen [fri:z, frəuz, frəuzn]	jäätyä, paleltua, palella
g	**get, got, got/(AmE) gotten** [get, gɔt, gɔt/gɔtn]	saada jtk, hankkia, tulla joksikin, saada tekemään, tehdyksi, päästä
	give, gave, given [giv, geiv, givn]	antaa
	go, went, gone [gəu, went, gɔn]	mennä, kulkea, matkustaa
	grind, ground, ground [graind, graund, graund]	jauhaa
	grow, grew, grown [grəu, gru:, grəun]	kasvaa, kasvattaa, tulla joksikin
h	**hang, hung, hung** [hæŋ, hʌŋ, hʌŋ]	riippua, ripustaa
	have, had, had [hæv, hæd, hæd]	omistaa, olla jllak
	hear, heard, heard [hiə(r), hə:d, hə:d]	kuulla, saada kuulla, saada tietää
	hit, hit, hit [hit, hit, hit]	iskeä, osua
	hide, hid, hidden [haid, hid, hidn]	piilottaa, piileskellä
	hold, held, held [həuld, held, held]	pitää, vetää (esim. astiasta), sisältää
	hurt, hurt, hurt [hə:t, hə:t, hə:t]	loukata, tehdä kipeää

k	**keep, kept, kept** [kiːp, kept, kept]	pitää, säilyttää, pysyä, säilyä, tehdä jtk jatkuvasti
	kneel, knelt/kneeled, knelt/kneeled [niːl, nelt/niːld, nelt/niːld]	polvistua
	knit, knit/knitted, knit/knitted [nit, nit/nitid, nit/nitid]	kutoa, neuloa
	know, knew, known [nəu, njuː, nəun]	tietää, osata, tuntea
l	**lay, laid, laid** [lei, leid, leid]	panna (pitkälleen), laskea, asettaa, kattaa (pöytä)
	lead, led, led [liːd, led, led]	johtaa, viedä, taluttaa
	lean, leant/leaned, leant/leaned [liːn, lent/liːnd, lent/ liːnd]	nojata, nojautua
	learn, learnt/learned, learnt/learned [ləːn, ləːnt/ləːnd, ləːnt/ləːnd]	oppia, opetella, saada tietää, saada kuulla
	leave, left, left [liːv, left, left]	jättää, lähteä
	lend, lent, lent [lend, lent, lent]	lainata jllek, antaa lainaksi
	let, let, let [let, let, let]	antaa, sallia, päästää, vuokrata, antaa vuokralle
	lie, lay, lain [lai, lei, lein]	maata, olla, sijaita
	light, lit/lighted, lit/lighted [lait, lit/laitid, lit/laitid]	sytyttää
	lose, lost, lost [luːz, lɔst, lɔst]	kadottaa, menettää
m	**make, made, made** [meik, meid, meid]	tehdä, valmistaa, saada jk tekemään jtk
	mean, meant, meant [miːn, ment, ment]	tarkoittaa, merkitä, aikoa
	meet, met, met [miːt, met, met]	tavata, kohdata, tulla vastaan
	mistake, mistook, mistaken [mis'teik, mis'tuk, mis'teikn]	erehtyä (luulemaan jtk jksk), käsittää väärin
	misunderstand, misunderstood, misunderstood [misʌndə'stænd, misʌndə'stud, misʌndə'stud]	ymmärtää väärin
	mow, mowed, mown/mowed [məu, məud, məun/məud]	leikata (ruohoa)
o	**overcome, overcame, overcome** [əuvə'kʌm, əuvə'keim, əuvə'kʌm]	voittaa
	overtake, overtook, overtaken [əuvə'teik, əuvə'tuk, əuvə'teikn]	ohittaa
p	**pay, paid, paid** [pei, peid, peid]	maksaa, antaa maksuksi, kannattaa
	put, put, put [put, put, put]	panna, asettaa
q	**quit, quit, quit** [kwit, kwit, kwit]	lakata tekemästä, luopua, sanoutua irti
r	**read, read, read** [riːd, red, red]	lukea
	ride, rode, ridden [raid, rəud, ridn]	ratsastaa, ajaa (pyörällä), olla matkustajana
	ring, rang, rung [riŋ, ræŋ, rʌŋ]	soittaa, soida
	rise, rose, risen [raiz, rəuz, rizn]	nousta, kohota
	run, ran, run [rʌn, ræn, rʌn]	juosta, (kulkuneuvosta) kulkea, virrata, valua, johtaa, hoitaa (yritystä)

S

saw, sawed, sawn/sawed [sɔː, sɔːd, sɔːn/sɔːd]	sahata
say, said, said [sei, sed, sed]	sanoa
see, saw, seen [siː, sɔː, siːn]	nähdä, ymmärtää
seek, sought, sought [siːk, sɔːt, sɔːt]	etsiä, tavoitella
sell, sold, sold [sel, səuld, səuld]	myydä, mennä kaupaksi
send, sent, sent [send, sent, sent]	lähettää
set, set, set [set, set, set]	panna, asettaa, laskea (auringosta)
sew, sewed, sewn/sewed [səu, səud, səun/səud]	ommella
shake, shook, shaken [ʃeik, ʃuk, ʃeikn]	ravistaa, pudistaa
shed, shed, shed [ʃed, ʃed, ʃed]	vuodattaa, valaa, säteillä
shine, shone, shone [ʃain, ʃɔn, ʃɔn]	loistaa, paistaa
shoot, shot, shot [ʃuːt, ʃɔt, ʃɔt]	ampua, laukaista
show, showed, shown/showed [ʃəu, ʃəud, ʃəun/ʃəud]	näyttää, osoittaa
shrink, shrank, shrunk [ʃriŋk, ʃræŋk, ʃrʌŋk]	kutistua
shut, shut, shut [ʃʌt, ʃʌt, ʃʌt]	sulkea, sulkeutua
sing, sang, sung [siŋ, sæŋ, sʌŋ]	laulaa
sink, sank, sunk [siŋk, sæŋk, sʌŋk]	upota, vaipua, upottaa
sit, sat, sat [sit, sæt, sæt]	istua
slay, slew, slain [slei, sluː, slein]	lyödä kuoliaaksi
sleep, slept, slept [sliːp, slept, slept]	nukkua
slide, slid, slid [slaid, slid, slid]	liukua
sling, slung, slung [sliŋ, slʌŋ, slʌŋ]	sinkauttaa, paiskata, heittää
slit, slit, slit [slit, slit, slit]	viiltää halki, haljeta
smell, smelt/smelled, smelt/smelled [smel, smelt/smeld, smelt/smeld]	haistaa, haista, tuoksua
sneak, sneaked/(AmE) snuck, sneaked/(AmE) snuck [sniːk, sniːkt/snʌk, sniːkt/snʌk]	hiipiä, pujahtaa
sow, sowed, sown/sowed [səu, səud, səun/səud]	kylvää
speak, spoke, spoken [spiːk, spəuk, spəukn]	puhua
speed, sped/speeded, sped/speeded [spiːd, sped/spiːdid, sped/spiːdid]	kiitää, ajaa ylinopeutta, nopeuttaa, vauhdittaa
spell, spelt/spelled, spelt/spelled [spel, spelt/speld, spelt/speld]	kirjoittaa, tavata
spend, spent, spent [spend, spent, spent]	viettää, kuluttaa (aikaa, rahaa)
spill, spilt/spilled, spilt/ spilled [spil, spilt/spild, spilt/ spild]	läikyttää
spin, spun, spun [spin, spʌn, spʌn]	kehrätä, panna pyörimään, pyöriä
spit, spat/(AmE) spit, spat/(AmE) spit [spit, spæt/spit, spæt/spit]	sylkeä
split, split, split [split, split, split]	halkaista
spoil, spoilt/spoiled, spoilt/spoiled [spɔil, spɔilt/spɔild, spɔilt/spɔild]	turmella, pilata, hemmotella

	spread, spread, spread [spred, spred, spred]	levittää, levitä, levittäytyä
	spring, sprang, sprung [spriŋ, spræŋ, sprʌŋ]	hypähtää, hypätä
	stand, stood, stood [stænd, stud, stud]	seistä, sietää, kestää
	steal, stole, stolen [stiːl, stəul, stəuln]	varastaa, hiipiä, livahtaa
	stick, stuck, stuck [stik, stʌk, stʌk]	pistää, kiinnittää, juuttua, pitäytyä
	sting, stung, stung [stiŋ, stʌŋ, stʌŋ]	pistää (jollakin terävällä)
	stink, stank/stunk, stunk [stiŋk, stæŋk/stʌŋk, stʌŋk]	löyhkätä, haista
	stride, strode, stridden [straid, strəud, stridn]	harppoa, kulkea pitkin askelin
	strike, struck, struck [straik, strʌk, strʌk]	lyödä, iskeä, tehdä lakko, juolahtaa mieleen
	strive, strove, striven [straiv, strəuv, strivn]	pyrkiä, ponnistella
	sweat, sweat/sweated, sweat/sweated [swet, swet/swetid, swet/swetid]	hikoilla, rehkiä, raataa
	swear, swore, sworn [sweə(r), swɔː(r), swɔːn]	vannoa, kirota
	sweep, swept, swept [swiːp, swept, swept]	lakaista, pyyhkäistä
	swim, swam, swum [swim, swæm, swʌm]	uida
	swing, swung, swung [swiŋ, swʌŋ, swʌŋ]	heiluttaa, heilua
t	**take, took, taken** [teik, tuk, teikn]	ottaa, viedä
	teach, taught, taught [tiːtʃ, tɔːt, tɔːt]	opettaa
	tear, tore, torn [teə(r), tɔː(r), tɔːn]	repiä
	tell, told, told [tel, təuld, təuld]	kertoa, sanoa, käskeä
	think, thought, thought [θiŋk, θɔːt, θɔːt]	ajatella, luulla, olla jotakin mieltä
	throw, threw, thrown [θrəu, θruː, θrəun]	heittää
	thrust, thrust, thrust [θrʌst, θrʌst, θrʌst]	työntää, sysätä, tunkeutua
	tread, trod, trodden [tred, trɔd, trɔdn]	polkea, tallata, astua
u	**undergo, underwent, undergone** [ʌndəˈgəu, ʌndəˈwent, ʌndəˈgɔn]	läpikäydä, joutua kokemaan
	understand, understood, understood [ʌndəˈstænd, ʌndəˈstud, ʌndəˈstud]	ymmärtää
	undertake, undertook, undertaken [ʌndəˈteik, ʌndəˈtuk, ʌndəˈteikn]	ryhtyä, ottaa tehtäväkseen
	upset, upset, upset [ʌpˈset, ʌpˈset, ʌpˈset]	järkyttää, panna sekaisin
w	**wake, woke/waked, woken/waked** [weik, wəuk/weikt, wəukn/weikt]	herättää, herätä
	wear, wore, worn [weə(r), wɔː(r), wɔːn]	käyttää, pitää (yllään), kuluttaa, kulua
	weave, wove, woven [wiːv, wəuv, wəuvn]	kutoa (kangasta)
	weep, wept, wept [wiːp, wept, wept]	itkeä
	win, won, won [win, wʌn, wʌn]	voittaa
	wind, wound, wound [waind, waund, waund]	vääntää (käyntiin), kiertää, kiemurrella, vetää
	withdraw, withdrew, withdrawn [wiðˈdrɔː, wiðˈdruː, wiðˈdrɔːn]	vetää pois, vetäytyä, nostaa (rahaa)
	wring, wrung, wrung [riŋ, rʌŋ, rʌŋ]	vääntää, väännellä
	write, wrote, written [rait, rout, ritn]	kirjoittaa

Kuvalähteet

Kannen kuva: Andres Ruffo/EyeEm/Getty Images

3 Mint Images/Getty Images
7 Westend61/MVPhotos
6 Andrey Omelyanchuk/Mostphotos
9 ylh. Alamy/MVPhotos
9 kesk. oik. Peathegee Inc/Getty Images
9 kesk. vas. Arnold Sachs/Getty Images
9 alh. Hero Images/Getty Images
11 Daniela Duncan/Getty Images
13 Katrina Wittkamp/Getty Images
14 Gregorio T. Binuya/Everett Collection/Lehtikuva
18 vas. ylh. Shannon Fagan/Getty Images
18 oik. ylh. Alamy/MVPhotos
18 vas. alh. Alamy/MVPhotos
18 oik. alh. Retna UK/MVPhotos
19 taustakuva Istockphoto
21 From: Madams are from Mars, Maids Are From Venus by S. Francis, H. Dugmore & Rico. Reprinted by permission of the authors and Rapid Phase (Pty) Ltd, South Africa.
24 Alamy/MVPhotos
25 Fuse/Getty Images
30 Alamy/MVPhotos
32 From: Madams are from Mars, Maids Are From Venus by S. Francis, H. Dugmore & Rico. Reprinted by permission of the authors and Rapid Phase (Pty) Ltd, South Africa.
34 Andrew Harnik/The Washington Times/All Over Press
36 Ann Ronan Picture Library/Heritage Images/Getty Images
38 taustakuva Istockphoto
39 Louisa Daffue-Karsten
40 Jason Farrar/EyeEm/Getty Images
42 Jay L. Clendenin/Los Angeles Times/Getty Images
45 Dave King/Getty Images
46 St Lowitsch/EyeEm/Getty Images
47 Getty Images
49 Lebazele/Getty Images
51 ylh. Mostphotos
51 kesk. oik. Romeo Gacad/AFP/Lehtikuva
51 kesk. vas. Mike Kemp/Rubberball/Getty Images
51 alh. Rob Greenfield
52 SuperStock/Getty Images
53 Jacqui Hurst/Getty Images
55 Rob Greenfield
56 Rob Greenfield
57 Rob Greenfield
58 Rob Greenfield
60 Rob Greenfield
64 Ints Vikmanis/Mostphotos
67 Press Association/MVPhotos
68 AFP/MVPhotos
67 taustakuva Istockphoto
68 taustakuva Istockphoto
72 Zuma Press News/MVPhotos
74 Nara Archives/REX/All Over Press
75 Wavebreak Media LTD/Mostphotos
76 Sergey Galushko/Mostphotos
78 Mary Evans Picture Library/Lehtikuva
80 Matthew Benoit/Mostphotos
82 Zuma Press Archives/MVPhotos
83 DPA/MVPhotos
84 Bob Thomas/Popperfoto/Getty Images
85 Popperfoto/Getty Images
88 Time & Life Pictures/Getty Images
89 Julian Starks/Getty Images
93 ylh. Paul Brown/REX/All Over Press
93 kesk. oik. Rob Tringali/SportsChrome/Getty Images
93 kesk. vas. Nick Daly/Getty Images
93 alh. Jasper Cole/Getty Images
94 vas. ylh. Mostphotos
94 vas. alh. Mostphotos
94 oik. ylh. Mostphotos
94 oik. alh. Mostphotos
97 Mint Images/Getty Images
99 Alamy/MVPhotos
100 Al Bello/Getty Images
103 vas. Mostphotos
103 oik. Mostphotos
104-105 Alamy/MVPhotos
108 Alamy/MVPhotos
108 taustakuva Istockphoto
109 Car Culture/Getty Image
110 Stockbyte/Getty Images
110 taustakuva Istockphoto
111 Hero Images/Getty Images
114 PantherMedia
114 taustakuva Istockphoto
115 TEMP Photo researchers/MVPhotos
120 taustakuva Istockphoto
121 TEMP Photo researchers/MVPhotos
127 Christine Osborne Pictures/Alamy/All Over Press
128 Janis Litavnieks/Getty Images
129 vas. Fine Art Images/Heritage Images/Getty Images
129 oik. Harter Image Archives
130 vas. ylh. Marja Pirilä/www.leuku.fi
130 vas. alh. Mia Saarinen
130 oik. ylh. Mia Saarinen
130 oik. alh. Mia Saarinen
131 robertharding/MVPhotos
132 AFP/MVPhotos
134 Mostphotos
136 Jannis Werner/Harvard Images/Alamy/All Over Press
139 Jennifer S. Altman/Getty Images
141 Alamy/MVPhotos
141 taustakuva Istockphoto
142 Adam Hester/Getty Images
143 Mostphotos
145 ylh. Mostphotos
145 kesk. oik. Patsy Lynch/REX/All Over Press
145 kesk. vas. imageBROKER/MVPhotos
145 alh. JamieB/Getty Images
147 Patti McConville/Getty Images
148 Adi Wong/EyeEm/Getty Images
149 Maskot/Getty Images
150 Maskot/Getty Images
155 vas. Riitta Myller
155 oik. Mascotas y varios/Getty Images
156 Westend61/MVPhotos
158 Alamy/MVPhotos
159 Orien Harvey/Getty Images
161 Olli Pietiläinen
162 Olli Pietiläinen
163 Ianni Dimitrov/Getty Images
166 Olli Pietiläinen
168 Olli Pietiläinen
169 Olli Pietiläinen
171 Olli Pietiläinen
173 Westend61/MVPhotos
174 David Lees/Getty Images
175 Xposurephotos/MVPhotos
177 Hero Images/Getty Images
179 Image Source/Getty Images
182 Mostphotos
183 Mostphotos
184 Alamy/MVPhotos
185 imageBROKER/MVPhotos
199 MVPhotos
211 MVPhotos
220 Daniel Pupius/Getty Images
224 Andrejs Pidjass/NEJRON PHOTO/Mostphotos
228 baona/Getty Images

Your car is Japanese.
Your phone is Korean.
Your coffee is Columbian.
Your tea is Chinese.
Your democracy is Greek.
Your letters are Latin.
Your numbers are Arabic.

And you complain your neighbour is an immigrant?

Pull yourself together!

Instructions for a short debate

1. Divide into groups of 4 (two teams, each with two students).
2. Choose a motion.
3. Toss a coin to see which team agrees (Team 1) and which team disagrees (Team 2) with the motion.
4. Each team has five minutes to plan their arguments. To avoid hearing the other team's arguments, it is best the teams go to different parts of the room.
5. After five minutes, teams face one another and debate using the following structure:

- Team 1's first speaker gives reasons why they agree with the motion. 2 mins
- Team 2's first speaker gives reasons why they disagree with the motion. 2 mins
- Team 1's second speaker answers points raised by Team 2's first speaker and gives more reasons why they agree with the motion. 2 mins
- Team 2's second speaker answers points raised by Team 1's first speaker and gives more reasons why they disagree with the motion. 2 mins